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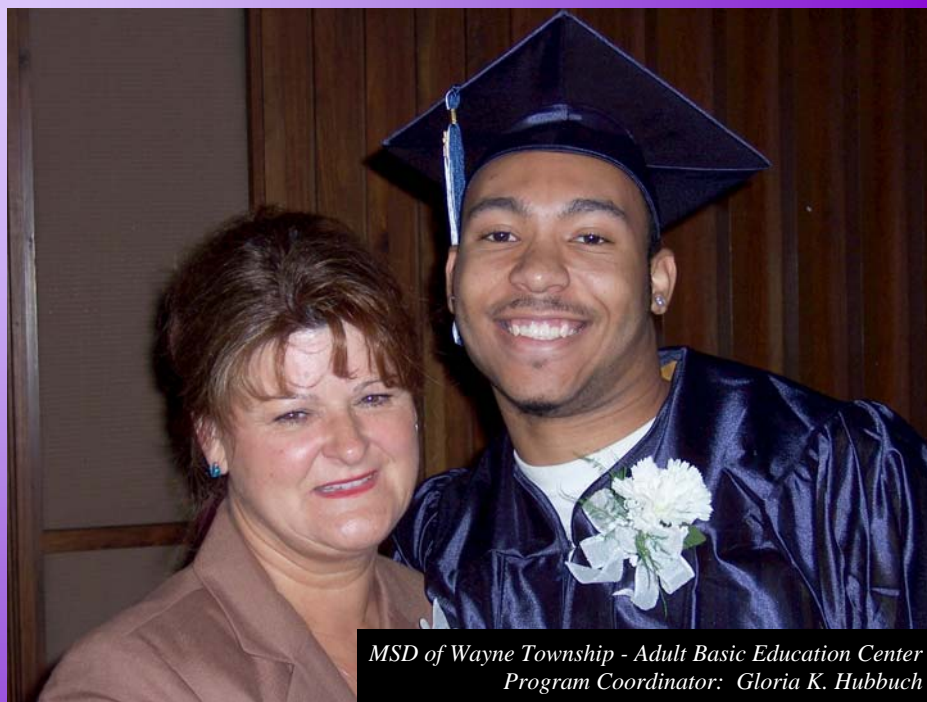


Handbook for Teachers of Adult Education



INDIANA

Indiana Department of Education / Division of Adult Education



MSD of Wayne Township - Adult Basic Education Center
Program Coordinator: Gloria K. Hubbuch

Handbook for Teachers of Adult Education

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--- Dr. Suellen Reed, State Superintendent of Public Instruction

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and the

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No one can be the best at everything

But when all of us combine our talent

We can be the best at virtually anything!

-- Don Ward

Revised: July 2007

Preface

This teacher handbook has been developed to provide the user with an understanding of adult education in Indiana. This resource is for administrators, educators, and paraprofessionals. It is a definitive reference on Indiana's programming, knowing and working with adult learners, and understanding the challenges that face adult education providers. A wealth of topics is explored and resources are presented. This book reflects the policies of the United States Department of Education (USDOE) and Indiana Department of Education (IDOE), Division of Adult Education. Additionally, input from the field adds to its practicality, usability, and applicability.

This indispensable resource is dedicated to promoting the professional growth and development of adult education practitioners, fostering experiential learning and outcomes for students, and guiding multiple perspectives into consistent quality, practice, and service. Its purpose is to provide techniques, strategies, and guidelines in a clear, concise format that allows for the adaptation of personal style when meeting the needs of learners.

This handbook is not designed to be comprehensive – rather, it is designed to be an overview of federal and state expectations that allow for local application and flexibility. It should be used in tandem with local policies and procedures. It is anticipated that local program administrators, professional development facilitators, and colleagues will provide the clarification, coaching, and collaboration needed to put the concepts outlined into viable practice.

The reader's success will be in direct proportion to the reader's commitment. It is suggested that this handbook be read actively and that the concepts and ideas be practiced as they are introduced. Sample forms can be completed and discussed with a colleague. Dialogue will facilitate knowledge acquisition and application.

When it comes to your product or project,

People will take quality as seriously as you do...

No more so!

-- *Phillip B. Crosby*

Revised: July 2007

Indiana Handbook For Teachers of Adult Education

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For ease of navigation, this handbook has a layered table of contents. The table of contents listed above contains only chapter titles. The number in parenthesis to the left refers to the index tab number for each chapter. The number to the right refers to the page number for the chapter level table of contents.

To locate specific information in the handbook, refer to the index located on page 154.

Revised: July 2007



Portage Township Schools - Adult Education
Program Director: Linda Friedrich

*If you love what you do, you will
never work another day in life.*

-- Anonymous

Introducing...Indiana Adult Education



Introducing...Indiana Adult Education

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Mission Statement

The mission of state-supported adult basic and secondary education programs in Indiana is to provide **learner-centered opportunities** to achieve basic and secondary level academic and life skills. Adult basic and secondary education programs are comprised of literacy (see below), English as a Second Language (ESL), General Educational Development (GED) preparation, secondary credit, and academic upgrading.

These programs:

- Design flexible services customized in response to individual, workplace, and community needs.
- Collaborate with other community organizations to maximize services.
- Employ professional adult educators.
- Prepare adult learners for productive participation in the community.

Throughout Indiana, adult education programs work to provide a second chance to those who might not otherwise have an opportunity to improve their basic, academic, and life skills. Over the years, the definition of literacy has evolved to include a broad range of skills that adults need to accomplish tasks associated with work, home, and community. The Workforce Investment Act of 1998 (Section 203, p.112) provides a common definition of literacy:

"The term '**literacy**' means an individual's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society."

History

The **Indiana Department of Education** has over 60 years' experience in the delivery of community-based adult education programs and services. Congress has assisted states since 1966 with the provision of adult basic education services through the Adult Education Act (P. L. 100-297). These services are now provided through the Adult Education and Family Literacy Act (P. L. 105-220), Title II of the Workforce Investment Act. State and federal efforts, combined with local initiatives, allow programs to meet the unique needs of learners. Local programs provide services to those in need, often combining multiple funding sources. Available in every county, the current system works with public schools, community centers, non-profit agencies, community colleges, the Department of Workforce Development and WorkOne Centers, the Department of Correction, business and industry, faith-based programs, and libraries. In 2005, there were more than 350 adult education sites offering hundreds of classes. The majority of these sites are community-based organizations. While adult education offers year-round programming and flexible class time, more classes are now offered during the day to meet the needs of young adults.

A **network of licensed instructors**, qualified paraprofessionals, and trained volunteers, supported by a **model professional development system**, deliver adult education programs. Thousands of adults in Indiana take an important step each year when they turn to adult education for a second chance. They may want to improve basic skills, find a job or keep one, earn a high school diploma or its equivalency, help their children with school assignments, or learn English. In turn, school corporations and other eligible organizations at the local level provide opportunities for learners. There were more than 100 programs approved to provide these services in 2004. Local programs also collaborated with partner agencies to integrate literacy services into a wider array of comprehensive services available to adults and families to help them achieve self-sufficiency. Collaboration reduces duplication and streamlines service to increase the capacity of local agencies to respond to community needs.

The **National Reporting System (NRS) for adult education** ensures that the policies, processes, and materials are in place to allow Indiana and local programs to collect valid and reliable data. This system includes: a set of student measures to allow assessment of the impact of adult education instruction, methodologies for collecting the data, reporting forms and procedures, and training and technical assistance.

Overview

Lifelong Learning

Adult education in Indiana allows Hoosiers to enrich their lives, support families, and strengthen communities through lifelong learning. It is a unique alternative that affords them the opportunity to improve their basic skills. Both younger and older adults may complete their secondary education and go on to post-secondary institutions and skilled trades programs. Adult education makes lifelong learning possible.

Statistics provide only a glimpse of what adult education accomplishes in communities around the state; however, the best stories about success come from the learners themselves, many of whom are achieving educational and personal goals for the very first time.

Making Success Possible for More Than 43,000 Hoosiers and Their Families (Statistics from the 2004-2005 Annual Performance Report)

- More than 43,000 adults were served in adult education programs.
- Family literacy for parents and children was offered in 16 communities through the Even Start program.
- More than 12,012 General Educational Development (GED) diplomas were issued in Indiana during 2005.
- At the secondary level, more than 2,300 learners were pursuing high school credits.
- Fifty-five percent of enrollees were working toward improving their basic skills.
- More than 50,000 significant gains were achieved by enrollees.
- Approximately 3,730 enrollees gained employment.
- Fifty-three percent of those enrolled were young adults between the ages of 16 and 24.
- The 25 to 44 age group was about 37% of the total population served.
- Approximately 8,200 learners were enrolled in English as a Second Language (ESL). (ESL is a program designed to assist limited proficient adults achieve competence in the English language.)
- Thirty-five percent of the participants who came to adult education were unemployed and about 14% were on public assistance.
- Seventeen percent of the adults served were housed in correctional facilities.
- Adult education classes were held in a variety of settings, including schools, work sites, libraries, and community centers.
- Many adults chose sites close to home, through their local schools, which utilize existing buildings and learning centers to house programs

Services and Populations

Services

- Adult Basic Education (ABE)
- Adult Secondary Credit (ASC)
- General Educational Development (GED)
- English as a Second Language (ESL)
- Family Literacy
- Correctional Education
- Workplace Literacy

Special Populations

- Young Adult Learner
- Adults with Learning Disabilities
- Adults with Special Needs
- Adults who are Homeless
- Adults who are Elderly
- Adults who are Institutionalized
- Adults in the Workplace

Program Components

Adult Basic Education (ABE)

ABE addresses adults' educational needs. Instruction concentrates on academic and life skills.

Adult Secondary Credit (ASC)

This program provides the opportunity for students who did not finish high school to return as adults and complete a regular high school diploma.

General Educational Development (GED)

The GED program has become a significant means for adults to acquire a high school equivalency diploma. GED Tests cover language arts reading and writing skills, social studies, science, and mathematics.

English as a Second Language (ESL)

ESL classes are designed to provide English language instruction to non-English speaking adults and to provide them with the information needed to understand and function in an English-speaking culture.

Family Literacy

The goal of family literacy is to develop a positive attitude toward the value of education. A family literacy program targets the individual and family needs of parents and children. Some local adult education providers work to involve parents and children in their programs.

Even Start is a family literacy program that integrates adult education, age-appropriate early childhood education, and parenting support services. Indiana has 16 federally funded Even Start sites that are managed by the Indiana Department of Education.

Correctional Education

The Indiana Department of Education, Division of Adult Education, provides funding for an adult education program through the Indiana Department of Correction. Classes are conducted in selected state correctional facilities.

Workplace Literacy

Some adult education programs work with local employers to provide workplace literacy classes for employees at the job site. These programs may be designed to increase understanding of specific job-related skills, to improve basic skills or English literacy skills, or to earn a GED.

Fundamentals

Theory

Adults learn best when:

- They feel comfortable in the classroom environment.
- They have input or help to direct their own learning.
- They receive information in a variety of ways (learning styles/multiple intelligences) including social learning in small groups or peer tutoring.
- They understand how learning applies to their own lives.
- They experience learning in steps small enough to achieve success.

Learners

Adult learners are:

Diverse.

Adult students represent a melting pot of diversity encompassing a wide range of abilities, cultural and educational backgrounds, goals, job experiences, and learning styles.

Practical.

Adult students often attend classes to achieve a specific goal or skill. Class attendance is often secondary to other responsibilities and adult students need to understand how classroom instruction applies to real life.

Voluntary.

Most adult education students attend because they want to, not because they have to; they will leave if it does not meet their needs.

Tentative.

Many adult learners lack confidence in their academic skills and ability to learn. They may not have had positive school experiences in the past and may be embarrassed about returning to school.

Training

Mentor System

The mentor system is a state sponsored, locally implemented, support component to the New Teacher Training System. Mentors are identified who have skills, talents, resources, and a willingness to share their expertise. They foster proficiency in such tasks as using state forms and navigating the record keeping system, delivering instruction using a multi-sensory approach, establishing a network of support, and integrating life and work skills into basic skills instruction.

New Teacher Workshop

New teacher workshops are offered to establish a cohort group of new instructors. A basic overview of adult education in Indiana is presented. The fundamentals of assessment and Adult Learning Plan development are reviewed. The National Reporting System (NRS) standards are explained and the importance of accurate goal setting, reporting, and follow-up is stressed. How to use individual class information to improve instruction and plan for professional development are discussed. Most importantly, information regarding classroom management and instructional strategies are modeled. Training also includes ideas for incorporating technology, work skills, family literacy, and life skills into instruction.

(This handbook is a companion piece to the New Teacher Workshop.)

Professional Development

Professional development is offered on three levels throughout the year. The delivery system focuses on local program needs together with regional and statewide conferences, special projects, and other initiatives. It is practitioner-centered and outcome-based. A full menu of opportunities is featured using multiple approaches.

New teachers are introduced to the professional development facilitator (PDF) at the comprehensive program level. PDFs provide an overview of the local professional development plan and in-service schedule.

New teachers submit their names and contact information to the regional professional development consultants who in turn place the information into the appropriate databases. This ensures notification of upcoming regional and statewide professional development opportunities.

(Refer to page 12 for State/Regional Adult Education Contact Information.)

Teacher Checklist

This checklist is designed to validate training. Review it to confirm current status. Check back periodically to monitor progress.

Site Information

- ☐ I have been given information about keys and security.
- ☐ I know if I have an aide or volunteers.
- ☐ I know if there are other teachers who will be on site when I am.
- ☐ I will have the following equipment and material available:
 - ☐ file cabinet
 - ☐ bookshelves
 - ☐ copier
 - ☐ computer(s)
 - ☐ overhead projector
 - ☐ curriculum/books
 - ☐ printer(s)
 - ☐ TV/VCR
 - ☐ assessment instruments
- ☐ I understand who is responsible for custodial duties.
- ☐ I know whom to contact in case of an emergency.
- ☐ I know how many students usually attend my class.
- ☐ I know how to request more forms or materials.
- ☐ I know where to find registration and assessment materials.
- ☐ I have been given a daily and yearly class schedule.
- ☐ I have observed an experienced teacher in a class similar to mine.
- ☐ I have been given time to review curriculum materials.

Teacher Checklist *(continued)*

Paperwork and Procedures

- ☐ I understand my local program's policies and procedures for pay, absences, class cancellations, and delays.
- ☐ I understand how intake, orientation, and registration of new students takes place.
- ☐ I have been trained in giving the required assessments.
- ☐ I know how to interpret the test results to assign an educational functioning level.
- ☐ I know what the Adult Learning Plan (ALP) looks like and how to develop it with student input.
- ☐ I understand how to monitor a student's progress and record it on the ALP.
- ☐ I understand the National Reporting System (NRS) standards and how to help my students set goals.
- ☐ I understand the importance of the Sign In/Sign Out sheets and how to record attendance information.
- ☐ I understand the meaning of unit of instruction.
- ☐ I understand the meaning of "registered" student.
- ☐ I understand the meaning of "enrolled" student.
- ☐ I understand that I must have a minimum of five, and an average of ten, enrolled students in my class for every unit of instruction.
- ☐ I know which forms must be present in the student folder.
- ☐ I know the procedure for exiting a student who has completed the program or who has dropped out.
- ☐ I understand the system for identifying students who are ready to be post-tested.
- ☐ I understand the procedure for identifying and serving special needs students.
- ☐ I have a list of support services available for my students and know how to refer students to the appropriate agency.
- ☐ I understand that the program must keep student files for five years after the current program year.

Teacher Checklist *(continued)*

Follow-up and Reporting

- ☐ I know what data I must report.
- ☐ I know the dates my reports are due.
- ☐ I know to whom I must submit my reports.
- ☐ I understand my responsibilities in the follow-up of student achievements.

Professional Development

- ☐ I have a list of program personnel and know whom to contact for:
 - ☐ discipline questions
 - ☐ technology questions
 - ☐ security questions
 - ☐ other _____
- ☐ I have been assigned a mentor teacher.
- ☐ I know the name and contact information for my local program's Professional Development Facilitator (PDF).
- ☐ I know the name and contact information for my regional Professional Development Consultant.
- ☐ My name and contact information has been sent to my regional Professional Development Consultant.
- ☐ I know how to access professional development in my program and region.

State/Regional Adult Education Contact Information

Linda Warner
Director
 (317) 232-0521
 lwarner@doe.state.in.us

Jerry Haffner
Assistant Director
 (317) 232-0525
 jhaffner@doe.state.in.us

Nancy Waite
State GED Administrator
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 nwaite@doe.state.in.us

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 akizer@doe.state.in.us

Berneta Sherck
Family Literacy Specialist
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Regional Information

North	Central	South
<i>Program Consultants</i>		
Cindy Sibert (317) 234-1365 csibert@doe.state.in.us	Jessica Mayfield (317) 232-0543 jhylton@doe.state.in.us	Jerry Haffner (317) 232-0525 jhaffner@doe.state.in.us
<i>Professional Development Consultant Professional Development Facilitator Project</i>		
Denise Cox	(800) 532-8339	dcox@ciesc.k12.in.us
<i>Workforce Adult Education Specialists</i>		
Jon Trippeer (800) 875-4557 jtrippeer@mail.continental-design.com	Kristin Harris (800) 532-8339 kharris@ciesc.k12.in.us	

Other Resources:

Lynne Ames
*Professional Development
 Consultant*
 (888) 267-0119
 lynne@niesc.k12.in.us

Barbara Hofmeyer
Coaching Consultant
 (260) 927-8720
 bhofmeyer@
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Dan Wann
Two Leaves Consulting
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 adulted@psci.net



MSD of Washington Township – Adult Education
Program Coordinator: Sara Gutting

None of us are to be found in a set of tasks or lists of attributes; we can be known only in the unfolding of our unique stories within the context of everyday life.

--Vivian Gussen Paley



Knowing...Adult Learners

Knowing...Adult Learners

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Introduction to Adult Learners

There are several aspects of adult learning that set it apart from traditional K-12 education that warrant discussion. Malcolm Knowles, considered a pioneer in the field of adult education, popularized the term “androgogical” (learner centered) as it made sense to have a term that would enable discussion of the growing body of knowledge about adult learners parallel with the “pedagogical” (teacher centered) methods of childhood learning.

According to the American Council on Education (2003), each year more than 860,000 adults take the General Educational Development (GED) Test worldwide, and adult education has become an established field of practice and study. Defining the adult learner provides some challenges because a “one-size fits all” definition is not only unavailable but also impractical as the term is culturally and historically relevant (Wlodowski, 1999). Ambiguity exists in our society as to when an individual is officially an adult. According to Malcolm Knowles (1989), one criterion to determine adulthood is the extent to which an individual perceives himself or herself to be essentially responsible for his or her own behavior. At that point, individuals develop a deep psychological need for others to perceive them as being capable for taking responsibility for themselves. They resent and resist situations in which they feel others are imposing their will on them.

Adults are highly pragmatic learners and need to see the practicality of what they learn and be able to apply that learning to their own lives (Wonacott, 2001). More specifically, adult education students often need to understand the reason for acquiring knowledge and skills they see as academic as they attempt to assess themselves and their own skills realistically. Steven Lieb (1991) lends further support to these findings as he states four principles of adult learning:

- Adults are autonomous and self-directed.
- Adults have a foundation of life experiences.
- Adults are relevancy-oriented.
- Adults are practical.

The National Center for Research in Vocational Education at Ohio State University offers further descriptors. Their findings indicate that not only are adults more often intrinsically motivated, their readiness to learn is linked to needs related to their roles as workers, parents, and coping with life changes. Additionally, they found that adults learn best when they see the outcome of the learning process as valuable (Cave & LaMaster, 1998).

There exists some incompatibility between theories of adult learning and expectations of students who return to the classroom as adults. Adult education researchers have noted that attitudes toward learning in formal institutions may be formed early in development, and there may very well be some direct connection between these early years and non-participation (in formal education) in adult years (Quigley, 1992).

Introduction to Adult Learners *(continued)*

It should come as no surprise that adult students, as products of an educational system that has traditionally placed responsibility for the learning process on the instructor, who do venture back into the classroom are initially likely to expect to be passive recipients of knowledge. Since research has shown that this is not the most effective environment for adult learning, students will need to adopt different methods (Wlodkowski, 1999). Moving from a dependent student role towards a role as an independent and engaged learner is the adult student's first step in taking responsibility for his or her education (Howell, 2001). It follows, then, that the teaching of adults should be approached as different from teaching children and adolescents (Imel, 1990). Most of the literature on adult education seems to agree.

There are several important aspects of learner-oriented education that merit note. First of all, effective approaches to helping adults learn include contributions from the student and their involvement in what is being taught and how it is being taught (Howell, 2001). Knowles (in Howell) suggests establishing a classroom climate to help adult students feel accepted, respected, and supported so that "a spirit of mutuality between the teacher and student as joint enquirers can take place." There are several approaches through which instructors can facilitate learner-centered classrooms:

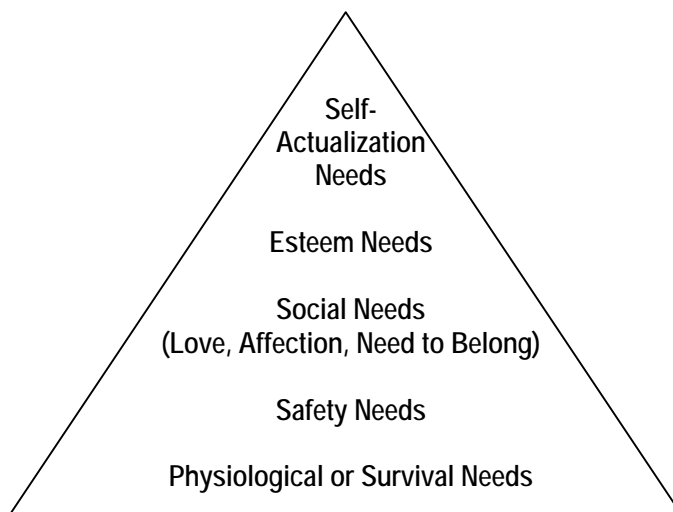
- Create a physical and social climate of respect.
- Encourage collaborative modes of learning.
- Include and build on the student's experiences in the learning process.
- Foster critically reflective thinking.
- Include learning, which involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions.
- Value learning for action.
- Generate a participative environment.
- Empower the student through learning.
- Encourage self-directed learning. (Lawler, 1991)

There is consensus among researchers about the role of intrinsic motivation in adult learning. One study found that while adults are responsive to some extrinsic motivators (such as better jobs or salary increases), the more potent motivators are intrinsic motivators (increased self-confidence, self-efficacy, job satisfaction) (Knowles, 1989). The adult learner's intrinsic goals for success motivate them to engage in certain activities and move them in particular directions toward the attainment of those goals. In yet another study, researchers identified a similar set of concerns and concluded that among the most important factors that motivate adult literacy learners are the quest for self-esteem, competency, and the enhancement of general knowledge (Demetron, 1997).

(This information was researched and compiled by Peg Bouterse, South Bend Community Schools Adult Education.)

Needs of Adult Learners

All human beings have the same basic needs, and these needs have a hierarchy. Psychologist A.H. Maslow's Hierarchy of Needs (Huitt, W.G., 2003) can be visualized as a pyramid.



At the top is the need for “self-actualization” or achieving one’s full potential given individual strengths and weaknesses. At the base are “physiological” or survival needs such as food and shelter. One level of need must be satisfied before full attention can be given to the next. In other words, a person cannot satisfy any of the higher levels unless the needs below are reasonably satisfied.

Adults entering the classroom may have unmet basic needs. They may, therefore, be unable to focus on their studies. Before they can effectively learn, they may need assistance from community service agencies. In addition, educators can foster success by incorporating the suggestions outlined in the table below.

Level	Category of Need	Meeting the Need in the Classroom
Level V	Self-Actualization	Give student opportunities for achievement. Encourage creativity. Make the work challenging. Give students some autonomy.
Level IV	Esteem	Recognize good work. Make students responsible for tasks.
Level III	Social	Encourage student interaction. Use group activities.
Level II	Safety	Keep room free of physical hazards. Be aware of aggressive students.
Level I	Physiological	Work with school and family to ensure proper nutrition. Provide opportunities for students to get drinks, use rest rooms, and stretch their bodies.

Diversity of Adult Learners

Adult learners come to the adult education classroom with varied backgrounds. These include:

- The adult who left school due to personal or family issues.
- The adult with disabilities whose needs were not addressed in his/her school experiences.
- The adult student for whom English is not the first language, who wants to improve his/her English literacy skills.
- The student under 18 who was asked to leave school because of drug or alcohol abuse or other issues.
- Youth who incorrectly see adult education as a faster path to high school certification.
- The incarcerated student.

Their ages range from 16 and over. Fear, intimidation, and being overwhelmed are feelings some adult education students experience when they first enter the classroom. Some have even expressed that walking through the door the first time was the most difficult part of continuing their education.

Many students have had experiences in a school setting that were less than positive. Lack of success in school fosters self-esteem issues that can negatively impact a student's progress. Many have challenges they feel take priority over their schooling. Jobs, concerns about families, financial problems, and health issues are some of the problems that can interfere with a student's attendance and progress. Adult education students enter the classroom because they have a need to be involved again in an educational program. It may be they lack the basic skills to fulfill the daily needs of reading, writing, and math. It may be the student wants to get a GED, having left school before acquiring a high school diploma. Or, it may be the student has a diploma but wants to brush up on the skills needed to improve job performance or enroll in higher education.

Teachers in the adult education classroom are in a unique position to impact students who have a desire to improve their skills and the quality of their lives.

Learning Styles and Adult Learners

Just as we have style preferences for the way we dress, handle stress, and choose to live, we also have preferences for the way we learn and take in new information. Therefore, if new information is presented in a style that is compatible with our preferences, we can assimilate it more quickly. This is also true of adult students. Because these students learn in different ways, effective teachers will endeavor to identify their learning styles and, in turn, present classroom content in a variety of ways, thus accommodating the different ways students learn and increasing opportunity for success.

Once the initial intake and testing procedures for a new student are complete, obtaining a learning styles inventory is a good next step. It can provide important information on how to help the student. The teacher can then streamline the student's learning plan by incorporating strategies that address learning styles.

(A sample learning styles inventory is included in this section. Refer to page 20.)

(Additional information regarding learning styles can be found on the Web. Search under <adult learning style inventory>.)

Learning Style Categories

Physical Learners

Individual students will use a variety of physical senses in their learning. One sense may dominate the others.

The auditory learner is able to remember information that is discussed.

This type of learning style needs the lecture method and time to discuss ideas in a large or a small group setting.

The visual learner retains what is seen or read.

Pictures, graphs, and charts can be helpful. These learners like mind mapping or taking notes.

The tactile or kinesthetic learner needs the stimulation of physical experiences.

Hands-on experiences are helpful for a learner with this style. (Writing is not a kinesthetic activity. The movement needs to extend over six inches.)

Environmental Learners

One's surroundings must be conducive to the learning process. Noise levels and interruptions should be appropriate.

Emotional Learners

Instruction should be organized and structured into increments that are easily mastered. Students differ in the amount of direction they need. One may need constant direction and supervision, while another may be self-motivated and simply need guidance.

Social Learners

Some students derive more benefit from small group or peer tutoring while others need large group or one-on-one settings. Computer-assisted instruction lends itself to one-on-one instructional needs, as well as other formats.

Psychological Learners

How a student tackles the task of learning is important. The analytical thinker prefers a step-by-step approach, while others may prefer a holistic approach.

Note: Instructors should vary approaches to accommodate diversity while challenging learners to cultivate other styles/preferences.

(This information comes from "The Complete Guide to the Learning Styles Inservice System.")

Name: _____ Date: _____

Learning Styles Inventory

(This inventory is from "An Affective Skills Curriculum: Enhancing Self Awareness")

Group #1

- ☐ 1. I like to listen to people talk about things.
- ☐ 2. I usually remember what I hear.
- ☐ 3. I would rather watch a movie than read a book.
- ☐ 4. I learned more in school by listening to the teacher's explanation than by reading.
- ☐ 5. I would rather listen to the news on the radio than read the newspaper.
- ☐ 6. I would rather have someone tell me about an upcoming event than read about it.

_____ **Total number of check marks in Group #1**

Group #2

- ☐ 1. I get pictures in my head when I read.
- ☐ 2. I remember faces better than I remember names.
- ☐ 3. When I have to concentrate on spelling a word, I see that word in my mind.
- ☐ 4. When I take a test, I can see in my mind what the notes I took in class look like.
That helps me get the answer.
- ☐ 5. I remember what pages in a book look like.
- ☐ 6. I remember events in the past by seeing them in my mind.

_____ **Total number of check marks in Group #2**

Group #3

- ☐ 1. When I'm thinking through a problem, I move around a lot.
- ☐ 2. It's hard for me to sit still and study.
- ☐ 3. I prefer to learn by doing something with my hands than read about that same thing.
- ☐ 4. I like to make models of things.
- ☐ 5. When I see something new and interesting, I like to touch it to find out more about it.
- ☐ 6. I would rather go out dancing or bowling than stay home and read a book.

_____ **Total number of check marks in Group #3**

Group #4

- ☐ 1. I write down things that I need to remember.`
- ☐ 2. I make fewer mistakes when I write than when I speak.
- ☐ 3. I like it when someone who is explaining something to me uses a chalkboard or a piece of paper to write down the main points so that I can copy what they write.
- ☐ 4. I keep my schedule by writing down the things to do. I would be lost without my planner.
- ☐ 5. After I take notes, I rewrite my notes in order to better understand something.
- ☐ 6. When I read, I often take notes in order to better understand the ideas I've read.

_____ **Total number of check marks in Group #4.**

Group #5

- ☐ 1. I would rather read a report myself than be told what is in it.
- ☐ 2. I like to read in my free time.
- ☐ 3. I usually remember information that I read better than information that I hear.
- ☐ 4. I would rather read the newspaper than watch the news on TV.
- ☐ 5. I can learn how to put something together by reading the instructions.
- ☐ 6. I like it when teachers write on the board so that I can read what they write.

_____ **Total number of check marks in Group #5**

Group #6

- ☐ 1. When I have a problem to figure out, I often talk to myself.
- ☐ 2. People have wondered why I talk to myself.
- ☐ 3. I remember things better when I say them out loud. For example, if I have to learn a new phone number I repeat it again and again to myself.
- ☐ 4. I communicate better by speaking than by writing.
- ☐ 5. I enjoy talking on the telephone.
- ☐ 6. I learn best when I study with other people and we discuss new ideas or concepts.

_____ **Total number of check marks in Group #6**

How do you learn best? *The areas where you have three or more check marks indicate your preferred learning style(s).*

Group #1	Listening Total	_____
Group #2	Imaging (Viewing) Total	_____
Group #3	Tactile (Doing) Total	_____
Group #4	Writing Total	_____
Group #5	Reading Total	_____
Group #6	Speaking Total	_____

Examples of statements individuals with these learning styles might make:

<i>"Would you explain this?"</i>	Listening Style
<i>"Would you provide a diagram?"</i>	Imaging Style
<i>"Would you show me?"</i>	Tactile Style
<i>"Would you let me write down what you're saying?"</i>	Writing Style
<i>"Would you provide written instructions?"</i>	Reading Style
<i>"Would it be possible to talk this through?"</i>	Speaking Style

Interpreting Your Learning Style

	Visual Style	Auditory Style	Kinesthetic Style
Expressive Style	<i>Writing</i>	<i>Speaking</i>	<i>Tactile (Doing)</i>
Receptive Style	<i>Reading</i>	<i>Listening</i>	
	<i>Imaging (Viewing)</i>		

Asking for Accommodations

Learning preferences vary. Your teacher and/or peers may not be aware of your particular learning style. Share with them what you know about your way of learning.

Multiple Intelligences and Adult Learners

This theory of human intelligence, developed by psychologist Howard Gardner, suggests there are at least eight ways people perceive and understand. Gardner labels each of these ways a distinct “intelligence.” In other words, there is a set of skills that allow an individual to find and resolve genuine problems and to create an effective product.

Gardner outlines his theories in his book, entitled *Frames of Mind: The Theory Of Multiple Intelligences*, in which he states, “Intelligence is not fixed and everyone has a unique pattern of intelligence.”

While Gardner suggests his list of intelligences may not be exhaustive, he identifies the following eight:

- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence
- Musical Intelligence
- Logical/Mathematical Intelligence
- Bodily/Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Naturalist Intelligence

Gardner’s work has particularly strong ramifications for the classroom:

- Traditional schooling heavily favors the verbal/linguistic and logical/mathematical intelligences. Gardner suggests a more balanced **curriculum** that incorporates the arts, self-awareness, communication, and physical activity.
- Gardner advocates **instructional methods** that appeal to all intelligences, including cooperative learning, reflection, visualization, and so on.
- This theory calls for **assessment methods** that take into account the diversity of intelligences as well as self-assessment tools that help students understand their intelligences.

If we can identify learners' different strengths among these intelligences, we can accommodate them more successfully:

- By extending our teaching strategies to encompass all the intelligences, we make the content accessible to all learners and give all students an equal opportunity to excel.
- By broadening the classroom curriculum to include the development of all the intelligences, we help every student be all they can be.
- By teaching our students about their uniqueness and valuing diverse intelligence, we validate all students.

(The chart on the following page offers additional descriptors of learners with these “intelligences” and the corresponding instructional methods. Additional information regarding the multiple intelligences can be found on the Web. Search under “Multiple Intelligences for Adult Learning.” An excellent resource for Adult Multiple Intelligences is “Focus on Basics” Volume 3, Issue A-March 1999.)

Multiple Intelligences

Type	Likes To	Is Good At	Learns Best By
Linguistic Learner "The Word Player"	Read Write Tell stories	Memorizing names, places, dates, and trivia	Saying, hearing, and seeing words
Logical/ Mathematical Learner "The Questioner"	Do experiments Figure things out Work with numbers Ask questions	Math Reasoning Logic Problem solving	Categorizing Classifying Working with abstract patterns
Spatial Learner "The Visualizer"	Draw, build, design, and create things Daydream Look at pictures Watch movies Play with machines	Imagining things Sensing changes Mazes/Puzzles Reading maps and charts	Visualizing Dreaming Using the mind's eye Working with colors and pictures
Musical Learner "The Music Lover"	Sing, hum tunes Listen to music Play an instrument Respond to music	Picking up sounds Remembering melodies Noticing pitches/rhythms Keeping time	Rhythm Melody Music
Bodily/Kinesthetic Learner "The Mover"	Move around Touch and talk Use body language	Physical activities (sports, dance, and acting) Crafts	Touching Moving Processing knowledge with bodily sensations
Interpersonal Learner "The Socializer"	Have lots of friends Talk to people Join groups	Understanding people Leading others Organizing Communicating Manipulating Mediating conflicts	Sharing Comparing Relating Cooperating Interviewing
Intrapersonal Learner "The Individual"	Work alone Pursue own interests Keep a "to do" list	Understanding self Focusing inward Following instincts Pursuing interests Being original	Working alone Individualized projects/self-paced instruction Having own space
Naturalist Learner "The Environmentalist"	Take a hike Go to a zoo Watch nature videos Work in a garden	Recording observations Growing things Caring for pets Observing natural phenomena	Using graphic organizers Sorting and categorizing Classifying information Keeping a log or journal



*School City of Hammond - Adult Education
Program Director: Dr. Steven Watson*

*Write it down.
Written goals have a way of
transforming wishes into wants;
can'ts into cans; dreams into plans;
and plans into reality.
Don't just think it... Ink it!*

--Anonymous



Preparing...Adult Students

Preparing...Adult Students

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Prior to Instruction

Complete a Learner Registration Information form (LRI). In some programs this is part of the intake orientation process.

Create a folder for the student.

Administer the appropriate standardized test for initial assessment. Use either the **Tests of Adult Basic Education (TABE)** or the **Comprehensive Adult Student Assessment System (CASAS)**. After reviewing the test results, place the learner in the appropriate educational functioning level.

Give the learner informal assessments to attain more information to help in setting appropriate goals and developing a successful learning plan.

Determine an Adult Learning Plan (ALP) with the student. It is on this document that the instructor and the student will note the student's goals and lay out a plan for reaching those goals.

Once the ALP is in place, identify the appropriate instructional materials. Remember to start with short-term goals and select curriculum accordingly. Student progress should be monitored regularly with goals and instructional materials adjusted accordingly.

Enter the student's name on the Learner Exit/Year-End Information form. Place it in the learner's folder to be completed when the student leaves the program.

Intake/Orientation

Intake

Intake includes gathering background information from participants about their educational and work histories, their current skills, and their educational goals. This information will drive the student's program plan and is collected when a person first enters an ABE program.

The Learner Registration Information (LRI) form is a required piece for adult education programs. This is filled out at initial registration, which often occurs before the student comes to the classroom.

Orientation

Orientation is the introduction to an adult education program. While some programs have a formal orientation, classroom teachers often find it helpful to conduct their own. Because instructional time with adult students is limited and their educational and personal needs are great, a well-organized, thorough intake and orientation is a key element in helping the teacher target instruction to learner need. Warmth, friendliness, and concern for the student, along with seriousness of purpose, are some of the messages that need to be communicated to the adult learner at orientation. By spending more time "up-front" in the intake/orientation process, instructors can gain more information about the students that can be helpful in planning student programs. In turn, students should come away from the intake/orientation process with enough information about the program to make the commitment of time and energy needed to reach their goals.

Tips for a Successful Orientation

- Help students feel welcome and comfortable with the program. Provide a program overview: purpose, goals, and philosophy.
- Involve students quickly with their colleagues. Use icebreakers and peer mentors.
- Make special arrangements for students who arrive late. Use a pre-packaged information packet and students or volunteers to serve as hosts.

Assessment

Standardized Testing

The standardized testing instruments that are used in the adult education classroom are:

- Tests of Adult Basic Education (TABE)
- Comprehensive Adult Student Assessment System (CASAS)

TABE and CASAS

These instruments give the instructor information that serves several purposes:

- The student is "leveled" using the initial test results and the guidelines issued by the Division of Adult Education.
- The student's strengths and weaknesses are identified from the resulting diagnostic information.
- The instructor uses the test profiles along with other information provided by the student to develop an Adult Learning Plan (ALP).
- Initial test results serve as a baseline for determining the student's progress in the program and are noted on the Student Progress and Achievement for ABE Placement and Test Scores form and the Learner Exit/Year-End Information form that must be completed for each student when the student leaves the program or at the end of the program year.

The student is post-tested, using another form of the initial testing instrument after 30-50 classroom hours and then periodically when the instructor feels that testing would be beneficial, in order to determine outcomes.

Policy Memorandum #19 outlines the testing policy in more detail. *(Refer to page 29.)*

Note: Standardized testing materials must be kept in a secure location!

Policy Memorandum #19

☐ NEW POLICY
☐ POLICY CLARIFICATION
☒ POLICY CHANGE

TO: Administrators of Adult Education Programs

FROM: Linda Warner, Director
Division of Adult Education

RE: Policy on Standardized Testing for Adult Basic Education Programs

DATE: January 1, 2003

All adult basic education programs are required to assess all learners with one of two approved standardized tests: the Comprehensive Adult Student Assessment System (CASAS) or the Tests of Adult Basic Education (TABE). If the program chooses to use TABE, versions 7, 8, 9, and 10 will be the only allowable versions. No other forms of assessment are to be used for the purpose of pre- and post- testing to report educational gains.

The full battery of assessment is preferred. However, when a student who

(a) has been assessed and referred by another agency using a Division of Adult Education approved assessment, or

(b) is interested in only one area of improvement,

a subject specific test may be given. The appraisal or locator cannot be used without using the actual test. Programs using *only* the appraisal or locator are not in compliance with the Indiana Adult Education Assessment Policy.

This policy applies to all adult basic education programs, including English as a Second Language (ESL) and English Literacy/Civics. The comprehensive adult education programs and their subcontractors are required to use CASAS with ESL/Civics learners.

Tests should be administered according to the publishers' established procedures as outlined in the examiners' manual, including time limits.

Students who are functioning at low levels and cannot be assessed may be waived from this policy.

Each student is to be pre-tested prior to enrollment (within the first 12 hours of instruction). Post-testing should occur between 30 and 50 hours of instruction, at the discretion of the instructor. There are no set post-testing dates. A different form of the same test must be used for the post-test.

Placement in an educational functioning level will be done using the current guidelines of the USDOE, Division of Adult Education and Literacy.

Adult education programs in the workplace are exempt from this assessment policy.

Effective Date: 01/01/03

Other Assessment Options

Official GED Practice Tests

These instruments are usually administered when the instructor wants to evaluate how successful the student might be on the actual GED Tests or wants to give the student practice in taking this type of test. While most students are given these tests after some time in the adult education classroom, a student might take the practice GED after scoring highly in one or more sections of the initial assessment. Some programs offer these tests to all students who wish to take them at certain times of the year. Students who are under 18 years of age are required to take the Official GED Practice Tests and submit passing scores at the time they sign up to take the GED Tests.

Screening Instruments

It should be noted that there is a difference between assessment and screening instruments. When a student is screened, the instructor may simply want to determine if assessment is necessary.

In general, screening is done for a variety of reasons. For example, applicants for a driver's license must pass a vision screening test to determine whether their vision meets the requirements for being able to drive safely. More specific information about the person's vision, and how to correct impairments, would require testing by an optometrist or ophthalmologist.

Other screening instruments, such as academic screening tests, contain only a small sample of items from a variety of subjects (e.g., reading, math, or spelling). Because the number of items is small, it does not take a lot of time to do this kind of screening. However, the results of this kind of screening are inconclusive: they do not diagnose the learner's academic strengths and weaknesses in each skill area, but only give a rough estimate of the learner's overall skill levels.

Screening instruments, including those for learning disabilities, have most or all of the following characteristics. They are:

- Helpful in determining the need for further testing.
- Inexpensive.
- Quick to administer, score, and interpret.
- Appropriate for large numbers of persons, and may sometimes be administered in a group setting.
- Narrow in purpose.
- Able to provide a superficial assessment of several areas, such as language, motor, or social skills.
- Usable without extensive training of staff.

(This information comes from the National Adult Literacy and Learning Disabilities Center "Bridges to Practice.")

Other Assessment Options *(continued)*

Assessment Methods

Learner assessment, the process of collecting and analyzing data provided by learners in order to make judgments about the literacy accomplishments of individuals or groups, is a key feature of adult literacy programs. Learner assessment occurs in different forms throughout an adult's participation in a literacy program. It frequently reflects different views of literacy and learning and yields distinct types of information to different stakeholders. It provides information to teachers for use in instructional planning, to learners for determining their progress toward particular goals, to program managers and staff for evaluating the impact of instruction, and to funders for establishing some degree of program accountability and success (Lytle and Wolfe 1989).

Four major types of approaches to learner assessment have been identified: standardized testing, materials based, competency based, and participatory.

Standardized Testing

Because standardized tests (TABE and CASAS) are relatively easy to administer, standardized testing is the most widely used approach in adult literacy assessment in the United States. Large groups of adults can take a test under the supervision of a comparatively small number of administrators. In addition, the training requirements to administer the test are minimal.

Materials-Based Testing

Materials-based assessment refers to the practice of evaluating learners on the basis of tests following the completion of a particular set of curriculum materials. It shares some features with standardized tests such as availability through commercial publishers, ease of administration, and a view of literacy as reading skills.

Competency-Based Testing

Closely related to criterion-referenced standardized testing, competency-based adult literacy assessment measures an individual's performance against a predetermined standard of acceptable performance. Progress is based on actual performance rather than on how well learners perform in comparison to others (Lytle and Wolfe, 1989; Sticht, 1990).

(This information comes from "Adult Literacy Learner Assessment, ERIC Digest," No. 103.)

Other Assessment Options *(continued)*

Participatory Testing

Participatory assessment is a process that views assessment as much more than testing. Features of participatory assessment include a view of literacy as practices and critical reflection, the use of a broad range of strategies in assessment, and an active role for learners in the assessment process (BCEL, 1990; Lytle and Wolfe, 1989). Those advocating a participatory approach do so because of a belief that “learners, their characteristics, aspirations, backgrounds, and needs should be at the center of literacy instruction.” (Fingeret and Jurmo, 1989, p.5)

(This information comes from “Adult Literacy Learner Assessment, ERIC Digest,” No. 103.)

The Tests of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) can provide information indicating screening and/or further assessment may be needed. For example, if a student's scores on the initial assessment show a wide range of difference between two areas when one would expect some similarity in the scores, the instructor may want to look more closely. That is, a high score in the reading section and a very low score in the math section of the TABE may send up a red flag that screening may be warranted.

Many programs have specific screening instruments to help determine the presence of a learning disability.

Materials-Based Tests

Other evaluation pieces instructors sometimes choose to use are the chapter tests available in most adult education materials. These assessment pieces offer the instructor information on specific skills. They may be used to determine if the student needs instruction in a certain area of study as well as to assess the student's progress after studying a particular topic.

Informal Assessment

As a complement to the standardized testing that is required, informal assessment can provide valuable information for planning a student's program of study. The following are approaches that can be used to gain pertinent information:

- Have student complete a writing sample on a specified topic.
(This can offer information on the student's understanding of sentence structure, grammar, usage, and essay organization.)
- Have student complete a simple computer assignment.
(Knowledge of the student's level of comfort with the computer can be valuable.)
- Have student share previous school experiences.
(Use a format similar to Building Blocks to Success found on the following page.)
- Have student complete a learning styles inventory.
- Have student identify which of the eight Multiple Intelligences best describes his/her uniqueness.

Building Blocks to Success

In school, I was very good at...

What makes you nervous in class?

In school, I needed help with...

What do you want to change in your life?

My favorite classroom subject is...

What was your biggest gripe in school?

In the past, how could teachers have helped you more?

Created by Timmie Westfall, Professional Development Consultant

Goal Setting

Adult Education Student

After a student completes registration and testing, it is time to set realistic goals that are achievable within the program year. Using the test and registration information, the teacher and student should work together to set and record these goals. Goal setting is important for the student and program for several reasons:

- It is a life skill. Many students do not know how to set a goal and plan achievable steps to reach that goal. The teacher will model this procedure and coach the student as goals are reached and new goals are set.
- Goals help structure the student's learning program. The student will understand the skills that need to be mastered before going on to the next goal area.
- The successful achievement of goals helps motivate students to continue in the program. Success breeds success.
- The student will realize that the adult education class is different from previous learning experiences because it is personalized.
- Setting and meeting goals are necessary to demonstrate the adult education program's effectiveness and can lead to performance funding for the program.

The goals that are set with the student are recorded on the Adult Learning Plan (ALP) and on the registration form.

Goal Setting Procedure

In the adult basic education class, the student is initially assessed using the Tests of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS). The results from these instruments along with the results of informal assessments help the instructor guide the student to setting goals that are achievable during the program year. These student goals are then recorded on the student's Adult Learning Plan (ALP), which should be reviewed quarterly by the instructor and learner. As the student progresses, only goals that are recorded on the ALP and subsequently achieved by the student are counted as the successful performance measures for the program. For example, if a student gets a job but did not indicate that this was a goal on the ALP, or does not exit the program, achieving that goal cannot be counted as a positive performance.

The conscientious setting of achievable goals for the student during the program year and the monitoring and resetting of these goals is very important, not only to the student's progress, but to the success of the program as well.

The following frequently asked questions (FAQs) about goal setting may be used as a guide to help students understand the process.

Goal Setting

Frequently Asked Questions (FAQs)

Goal setting definition

Goal setting is the term commonly given to the process of identifying a desired outcome, determining the steps needed to do it, and working toward specific objectives to achieve that outcome.

The purpose of goal setting

Goals can become the road map to education and employment skills. Learning to set goals, and developing successful habits to meet them, is a process that can be done repeatedly.

How goals are determined

Consider the following when thinking about goal setting:

- Identify wants, needs, and necessary skills.
- Set short-term goals that lead to long-term goals.
- Think about who can help. Ask for support.

How goal setting works in the adult education program

- The adult education staff guides the goal setting process when students enter the program.
- The adult education staff develops an instructional plan to help students achieve their goal(s).
- The goals are reviewed with the student on a regular basis.
- New goals are set when old ones have been achieved.

The most difficult part of goal setting

- Being realistic and setting short-term goals can be a challenge.
- Realizing that it takes time to reach goals is sometimes difficult.

The best part of goal setting

- A big first step is taken.
- A guide is developed that will lead to a desired destination.
- The guide can be modified during the journey.
- The adult education staff helps drive the plan.

Goal Setting

Frequently Asked Questions (FAQs) *(continued)*

The benefits of goal setting

- It increases adult learner commitment.
- It defines what success looks like.
- It helps adult learners stay focused.
- It makes learning relevant.
- It gives direction to instruction.



Muncie Community Schools - Adult Education
Program Director: Jo Ann McCowan

Eighty percent of success is showing up.

-- Woody Allen

Understanding...Recruitment and Retention



Understanding...Recruitment and Retention

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Recruitment

Recruitment is a crucial component to the success of adult education programming. Recruitment plans must be flexible and ongoing. Changing populations, needs, funds, and demands by other community services and legislators all impact recruitment efforts. Therefore, clear, concise, and targeted promotional strategies are paramount.

Shipp and Simerly give the following eight pointers for writing good promotional materials.

- Define clearly the target audience – demographic characteristics, location – and indicate what type of promotional material may be most effective.
- Keep it simple. Use short sentences and familiar words.
- Use as few words as possible. Say what you want to say, then quit.
- Use the present tense and action words to make the message have a sense of urgency.
- Use personal pronouns. Talk to the audience just as you would to a friend.
- Do not use jargon and do not over punctuate. This kills the copy flow.
- Emphasize benefits. Clearly outline what participants will learn and be able to do.
- Write with enthusiasm. Convince the consumer to share your excitement.

Remember the goal is to capture attention, create interest, engage the reader/listener, and inspire action!

(This information comes from "Planning Programs for Adult Learners," Rosemary Caffarella.)

Recruitment Strategies

- Develop a recruitment plan.
- Target groups or organizations that have an interest in the adult education program.
- Arrange to speak to agencies, clubs, and organizations about the adult education program.
- Foster business and industry contacts.
- Distribute calling cards to various groups and agencies.
- Circulate bilingual flyers to ethnic food shopping centers, restaurants, supermarkets, bowling alleys, laundromats, libraries, employment offices, and mega-stores, i.e., Target, Wal-Mart, K-Mart, etc.
- Present program videos to community organizations.
- Display posters.
- Ask grocery stores and other businesses to print your information on sacks.
- Use public service announcements on radio and television.
- Hold a “bring a friend” get-together.
- Establish a special literacy telephone number.
- Submit stories to business and educational institutions for newsletters.
- Send post cards.
- Set up booths/displays at local events and shopping centers.
- Dispense table tents/placemats to restaurants.
- Contact public school administrators.
- Offer free GED testing.
- Hand out bookmarks, pencils, bumper stickers, and doorknob hangers.
- Put inserts in church bulletins.
- Suggest inserts be included in utility bills and public assistance checks.
- Place student success stories in local newspapers.

<p>Note: Some of these strategies may require administrative approval or involvement. Teachers will need to be aware of individual program expectations and boundaries.</p>

Retention

(The following are extractions from *Student Retention: Creating Student Success* by Fran Tracy-Mumford, Ph.D.)

Adult educators have identified student attrition as a major problem facing the field, yet little research attention has been given to studying this concern over the last two decades. Attrition is a concern because it translates to both student and program failure. Studying student retention grew out of this concern. While student retention does not guarantee program completion for all students, student attrition guarantees noncompletion for students. Ultimately, noncompletion converts to loss of productivity, lower self-esteem for students, less student impact, and a reduction in student retention rates for programs. When student retention is addressed, programs and students prosper.

Two recurring themes in student retention literature are (1) the importance of supporting students and (2) the ability of programs to facilitate student success. Applying retention strategies makes a difference in retention rates.

Establishing student retention goals and strategies clusters around three components

- 1 . Effective support (to sustain motivation and foster persistence)
- 2 . Quality instruction (to attain skills leading to their goals and program completion)
- 3 . Suitable program structures/policies (to enable the support and instruction to be effective and ensure systematic application of the practices)

Learners, as consumers of service, directly or indirectly assess the cost-benefit ratio of their program participation every time they attend or do not attend classes/tutoring sessions. They judge whether the program is (1) meeting their expectations (realistic or unrealistic as their expectations may be), (2) helping them learn, or (3) helping them attain a better quality of life. When the costs of participation outweigh the benefits, education loses its priority in their lives. Programs control the benefits column as students tally the costs and benefits.

Effective student retention strategies, described in this monograph, involve the following

Creating a vision and committing to that vision

An understanding of the points where student goals change is important for program operation and for accountability. Not only do student goals change, but their life situations change. Despite changes in the lives of students, programs can and do affect student retention even in the "worst" of all possible scenarios. Homeless students attain their goals and complete programs. Victims of rape and domestic violence complete programs. It is difficult for administrators and instructors to accept that they can and do impact students' decisions to remain in programs regardless of the obstacles. Commitment to students means honoring the dynamic situations of individuals and supporting them to overcome obstacles.

Retention (*continued*)

Ensuring that processes are applied systematically

- Provide appropriate information during recruitment.
- Gear intake/orientation processes to completion.
- Create an assessment system for placement, diagnosing skill needs, monitoring progress, certifying mastery, and identifying affective needs.
- Recognize student achievement, time invested, and dedication.
- Institute an early-alert/counseling system to identify problems.
- Establish processes for student referral and coordinate/collaborate with other agencies for services.
- Create a student contact system including no-show and excessive absentee follow-up.
- Initiate activities for students.
- Evaluate programs using student feedback.
- Facilitate car pool and childcare.
- Ensure a quality instructional program.
- Use a student retention team.

Providing support

- Display respect and build rapport.
- Counsel students with educational and career planning services.
- Set realistic expectations and goals.
- Build commitment from students to achieve their goals.
- Sustain attendance in programs.
- Establish trust between instructor and student.
- Overcome self-doubt and build student confidence.
- Help students overcome embarrassment at returning to school.
- Develop problem-solving skills.
- Assist students to develop effective coping strategies.
- Refer students to agencies/services to respond to non-academic needs.
- Build on family support.

Retention (*continued*)

Offering quality instruction

- Create a successful first class.
- Establish realistic expectations.
- Establish learner goals as an integral part of the intake.
- Ensure continuous success.
- Provide tangible evidence of success.
- Provide clear explanation of content.
- Provide effective feedback regarding student learning.
- Create an adult learner-centered instructional program.
- Offer relevant instruction.
- Apply learnings quickly.

*To order "Student Retention: Creating Student Success," contact:
National Adult Education Professional Development Consortium, Inc.
444 N. Capital Street, NW, Suite 422
Washington, DC 20001
(202) 624-5250
Fax: (202) 624-8826*

Additional Retention Ideas

Ideas for getting started

- Strive to provide quality customer service.
- During the intake procedure or classroom orientation, set the stage for a program that addresses the students' needs.
- In addition to formal assessment, use informal assessment.
- Review student's educational history to gain insight.
- Explain the importance of attendance and the attendance policy.
- Distribute the class schedule and classroom procedures.
- Discuss transportation and childcare issues.
- Be sensitive and realistic.
- Set short-term, attainable goals that can be accomplished one step at a time.
- Let the student know you are approachable and interested in his/her success.
- Be approachable and show interest.

Ideas for fostering relationship

- Keep a documented record of student progress.
- Give immediate feedback.
- Approach learning with a "*one day at a time*" mind set.
- Follow-up on repeated absentees (phone calls, postcards, and letters).
- Minimize competition.
- Provide frequent breaks.
- Regard teaching as a relationship.
- View learning as a "verb" (an ongoing, active process).
- Know when to pause, wait, and say nothing.
- Listen actively to students.
- Deal with crises effectively.
- Refer to local support services when necessary.
- Provide a beginning and ending to instruction.

Ideas for building communities

- Celebrate holidays, birthdays, and special occasions with parties, drawings, and potlucks.
- Allow students to design, edit, and publish a monthly newsletter of program events, success stories, and accounts of their lives.
- Schedule frequent student activities (i.e., field trips and guest speakers).
- Plan informal and formal recognition events.
- Create a support group of students.
- Establish a mentor or buddy system.
- Utilize alumni as tutors, aides, speakers, and recruiters.

Additional Retention Ideas *(continued)*

Ideas for building communities *(continued)*

- Give certificates of achievement.
- Plan small group activities and include cooperative learning to promote camaraderie.
- Send “we miss you notes” regularly to students who have not been attending.
- Display notices of special events.
- Show a collage of class activities.
- Offer snacks and special treats.

Student Support Teams

Purpose

The purpose of student support teams is to prevent adult education students from leaving the program prior to achieving their goals.

Objectives

- Identify at-risk adult students.
- Offer effective support to students.
- Give the appropriate intervention/services.

Rationale

Based on information obtained from the research on adult dropout prevention, effective support is as important as quality instruction in motivating and retaining adults until program completion.

Responsibilities

- Identify problems that could lead to dropping out.
- Establish a caring environment for students.
- Provide encouragement to build student confidence and sustain motivation.
- Assist students with problem-solving techniques.
- Acknowledge student achievements.
- Focus on goals and goal setting.

The teacher will offer students the option of serving on a retention team and then work with the team participants on an individual/small group basis. While the teams could be set for the semester or even the program year, they would be more effective if they were reviewed and the procedure revisited on a quarterly basis. The students who volunteer will serve as mentors to students new to the program. They will help identify problems the new students may be experiencing early on. Since the major role of the peer mentor is to provide support, identified problems can be referred to the team or the teacher for intervention. The teacher can then help the mentor and/or the student address the problem and make referrals to appropriate services, if necessary. Intervention can bring positive results.

Impact Retention Meet Learner Expectations

Safety learners

want to be in an environment where making a mistake is acceptable. They want to be respected for what they know and be valued equally regardless of race, gender, class, and sexual orientation.

Community learners

want to be in an environment where they feel that they are not alone, that others need them, and that they can work together to solve problems.

Self-efficacy learners

want to be in an environment where they believe they can be successful when attempting new activities as learners, workers, family members, and members of their communities.

Clarity-of-purpose learners

want to set realistic and meaningful goals and have an understanding of how education will help them achieve these goals.

Quality-of-service learners

want high-quality instruction. They want program practices and structures that are driven by their needs and that are relevant to their daily lives.

Accessibility learners

want a program structure and system that ensures needed services (schedule flexibility, day care, and transportation) are available.



*Bartholomew Consolidated School Corporation - McDowell Adult Education Center
Program Director: Kim Powers*

Our classrooms are our future. How well you and your students do today will determine how well all of us do tomorrow.

-- from Little Lessons for Teachers

Identifying...Essential Components



Identifying...Essential Components

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Administering the State Program

The Indiana Department of Education (IDOE) assigns the responsibility of administering adult education services to a separate division of the IDOE. This division is called the Division of Adult Education and is housed at 151 West Ohio Street, Indianapolis, Indiana.

State Staff:

<i>Director:</i>	Linda Warner
<i>Assistant Director:</i>	Dr. Jerry Haffner
<i>Program Consultants:</i>	Ann Kizer
	Jessica Mayfield
	Cindy Sibert
<i>GED Administrator:</i>	Nancy Waite
<i>Family Literacy Specialist:</i>	Berneta Sherck

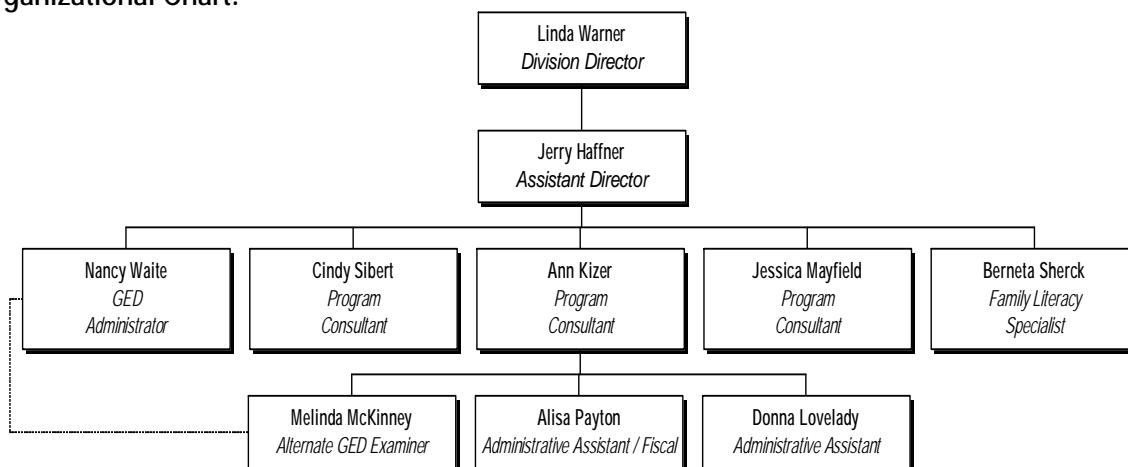
Mailing Address:

Indiana Department of Education
Division of Adult Education
State House, Room 229
Indianapolis, IN 46204-2798

Internet Address:

<http://www.doe.state.in.us/adulted/welcome.html>

Organizational Chart:



Funding

The Division of Adult Education, Indiana Department of Education, administers state and federal funds for adult education programs. State monies are used largely to reimburse teachers' salaries while other program expenses may be covered by federal adult education funds. Agencies wishing to become a comprehensive provider may apply for federal money through a multi-year basic grant proposal. Opportunities to apply for supplemental federal funding may also be available.

The Division of Adult Education awards dollars to providers through the Adult Education and Family Literacy Act (P.L. 105-220), Title II of the Workforce Investment Act of 1998. Awards are made competitively to programs that offer adult education services or instruction below the post-secondary level to individuals who are at least 16 years of age, out of school, and lack sufficient mastery of basic educational skills to function effectively in society. In Indiana, grants are made, in part, to 42 programs, called comprehensive programs, representing areas that approximate vocational districts as outlined in the 2000-2004 Indiana State Plan for Adult Education and Family Literacy. The Indiana Department of Correction is also an award recipient. Comprehensive programs are expected to offer a full range of adult education services. Instruction includes adult basic and secondary education, including literacy, English as a Second Language (ESL), GED preparation, secondary credit completion, and academic upgrading.

Once a program is established, it also receives funding for achievements based on goals that were established with learners. Some of the money to pay for these programs is generated by the instructor's reporting of what happens in the classroom. Therefore, recruiting and retaining students, setting appropriate goals for the learner, and reporting student progress all become important pieces in the job of the adult educator. (*Refer to "The Paperwork Puzzle" on page 53.*) Other funding opportunities for Even Start Family Literacy, outreach programs, and English literacy/civics are available.

Adult Education Funding Sources

Funding for adult education comes from several sources. The following chart provides an overview of the primary funding sources.

Source of Funds	Federal	State	Local Maintenance of Effort
Authorized By	Adult Education and Family Literacy Act, Title II Workforce Investment Act	state legislature	local school corporation - must be at least 20% of federal funds received
Utilized For	administration salaries equipment materials travel recruitment operation and maintenance	certified salaries administration and support costs (maximum of 15%)	administration salaries equipment materials travel recruitment operation and maintenance
Accountability	national reporting system – report percentage of students achieving goals	program average of 10 enrolled students in each unit of instruction (40-80 hours for ABE, 60-75 hours for ASC)	report of benefits to community

The Paperwork Puzzle

Adult education teachers often wonder why they are required to keep records and report assessments, student goals and achievements, student attendance hours, etc. The answer is simple: accountability.

It is required for funding.

Adult education programs use tax dollars to pay staff, buy equipment and materials, and provide professional development in order to offer quality services to students. To monitor and evaluate the utilization of federal funds, local programs are required to gather data and report it to the state of Indiana, which in turn reports this information to the U.S. Department of Education. The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, require states to report student outcomes.

- States must meet performance standards in order to continue to receive federal funds for adult education.
- States that perform well are eligible to receive performance funds in addition to their usual funding.

The Indiana Department of Education, Division of Adult Education, uses local data to decide which programs will continue to be funded. Program performance may also be rewarded with additional funds for student achievement.

The information gathered is used to show state and federal legislators the important work of adult educators.

The data gathered helps teachers, local programs, and the state make decisions about curriculum, instruction, assessment, and professional development needs. In short, it helps us all do an even better job of serving students.

The data gathered and reported impact federal, state, and local funding and proves to others that adult education is important and effective. More immediately, it helps improve the quality of teaching. Next to serving students, gathering and reporting data is the most important thing an adult education instructor does.

National Reporting System (NRS)

The National Reporting System (NRS) for adult education is an outcome-based reporting system for the state-administered, federally and/or state funded adult education programs. Developed with the support of the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process by state adult education directors and DAEL to identify appropriate learner outcomes for adult education. The U.S. Department of Education uses information from the NRS to meet accountability requirements and to justify federal investment in adult education programs.

The goals of the NRS are to establish a national accountability system for adult education programs by identifying measures for national reporting and their definitions, establishing methods for data collection, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures. The NRS established the accountability system for the adult education program required by the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

The NRS will improve the public accountability of the adult education program by documenting its ability to meet federal policy and programmatic goals. The collection of state outcome data will enable states to correlate effective practices and programs with successful outcomes and will also assist states in assessing progress in meeting their adult education goals. For local providers, the NRS will help instructors and administrators plan instructional activities and services to enhance student outcomes and to correlate effective practices and programs with successful outcomes. The NRS specifies the reporting requirements of the adult education program and was developed with the assistance of adult educators.

The information collected through the NRS assists in assessing program effectiveness to help improve adult education programs. Using a common set of outcome measures and a uniform data collection system, the states measure and document learner outcomes resulting from adult education instruction through the NRS.

Local programs collect and aggregate data from students at each instructional site, using an individual learner record system. Data are submitted to the state for statewide aggregation and submission to DAEL. DAEL combines state data into a national database describing outcomes of adult education.

To meet NRS requirements, each local comprehensive adult education program must use an automated individual learner record system to enter NRS data. The software of this system must have a relational database structure, whereby information on individual students can be related to other variables in the database and data can be aggregated and analyzed for specific subgroups. The software must also be capable of aggregating data to produce the required federal reporting tables or the data must be able to be imported into other software that will produce the federal tables.

The state of Indiana is currently using a customized software program. This program helps produce both the required state and federal tables. *(Additional information may be found at <http://www.air.org/nrs/>.)*

Professional Development Project

The Indiana Adult Education Professional Development Project was created in 1992 to meet the ongoing needs of teachers for continuous skill development. The state is divided into three regions (north, central, and south), staffed with a full-time professional development consultant and three administrative assistants.

The Adult Education and Family Literacy Act allows up to 12.5% of a state's basic grant to be used for state leadership activities. These funds may be used to build the overall capacity of the adult education system by supporting staff training and professional development to program personnel and their partners throughout the state.

The Adult Education Professional Development Project is designed to reflect the diversity in teacher roles and student populations. Activities are delivered statewide and are developed around basic skills enhancement, GED preparation, special learning needs, English literacy, young adult learners, integration of technology, leadership, and workplace education. This initiative focuses on specific staff development activities that translate into positive student outcomes.

In 1999, a five-year professional development plan was initiated by the Indiana Department of Education, Division of Adult Education. As part of this plan, each comprehensive adult education program appointed a professional development facilitator (PDF) who is responsible for the development and implementation of professional development opportunities for the program. The PDF responds to local program training needs by assisting the administrator in leading staff in the examination of past performance and development of strategies for continuous improvement. As a result, an annual plan is developed that outlines training activities needed to prepare and support classroom teachers, volunteers, paraprofessionals, administrators, and office support staff.

A professional development consultant aids the local facilitators in developing and managing their plans. The consultant works with each facilitator to review and rework the local opportunities on an annual basis. The consultant then meets with the facilitators as a group as well as individually several times throughout the year to help the local facilitators provide quality programs to Indiana's adult educators.

A state coaching consultant, state assessment specialist, additional professional development consultants, and workforce adult education specialists are also available to provide training for Indiana's administrators and programs.

Professional Development Project *(continued)*

Northern Indiana Educational Services Center

Ms. Lynne Ames <i>Professional Development Consultant</i> lynne@niesc.k12.in.us	56535 Magnetic Dr. Mishawaka, IN 46545 (574) 254-0814
Ms. Sharon Yambrick <i>Administrative Assistant</i> yams@niesc.k12.in.us	(888) 267-0119 (Toll Free) (574) 254-0148 (FAX)

Central Indiana Educational Service Center

Ms. Denise Cox <i>Professional Development Consultant</i> dcox@ciesc.k12.in.us	6321 LaPas Trail Indianapolis, IN 46268 (317) 387-7100
Ms. Marcia Palmer <i>Administrative Assistant</i> mpalmer@ciesc.k12.in.us	(800) 532-8339 (Toll Free) (317) 328-7298 (FAX)

Workforce Education Project

Ms. Timmie K. Westfall <i>Project Coordinator</i> adulted@psci.net	P.O. Box 99 Santa Claus, IN 47579-0099 (812) 937-9979
Ms. Carol Hoffman <i>Administrative Assistant</i> adultedcarol@psci.net	(888) 481-9990 (Toll Free) (812) 937-9882 (FAX)
Ms. C. J. Rasche <i>Administrative Assistant</i> adultedcj@psci.net	

Additional Resources

Mr. Dan Wann <i>Two Leaves Consulting, LLC</i> dlwann@comcast.net	(317) 845-9739 (317) 514-0048 (Cell)
Ms. Barbara Hofmeyer <i>Coaching Consultant</i> bhofmeyer@niesc.k12.in.us	(260) 927-8720

General Educational Development Test (GED)

The GED Test

The GED Test, developed by the American Council on Education, is a standardized test designed to measure the major and lasting outcomes of a traditional high school education. Examinees must demonstrate skill in five core subject areas: language arts, reading and writing, social studies, science, and mathematics.

The GED Test is a 7½-hour exam. The passing standards for the test are set so that only about 60 percent of seniors graduating each year would be able to pass it. Few GED candidates are ready to take and pass the test without study. Testing questions are presented in multiple choice, essay, and math grid formats.

Ninety-seven percent of colleges and universities accept the GED diploma as equivalent to a traditional high school credential. More than 1 in 20 first-year college students in the U.S. are GED graduates, according to the National Center for Education Statistics.

Eligibility requirements for testing

Indiana law clearly states that the minimum age to take the GED Test is 17. All candidates must be withdrawn from school and be residents of Indiana for at least 30 days prior to testing. Candidates must not have earned a high school diploma from an accredited U.S. high school. Candidates who are 17 must provide a completed exit form from the last high school attended and passing official GED practice test scores upon registration for the test.

How long it takes to get a GED

Factors affecting the length of preparation time include:

- Length of time the individual may have been out of school
- Level of reading ability
- Level of academic skills
- Level of I.Q.
- Presence of learning disabilities

It may take some individuals months, others, years to be ready to test. The testing site usually returns the results to candidates by mail within six to eight weeks after testing.

General Educational Development Test (*continued*) (GED)

Special accommodations are available for testing individuals with learning or physical disabilities

There are forms that need to be completed to request special accommodations, which can be obtained from the chief examiner of the testing site. Documentation on a doctor's letterhead must accompany request forms to be considered for accommodations for physical limitations, emotional problems, or attention deficit disorder. The form for learning disabilities and ADD or ADHD is the L-15. Psychological and achievement test scores are required as documentation of learning disabilities and to determine appropriate accommodations for a testing situation. Mild mental retardation is not classified as a learning disability.

Once the form has been filled out completely by the candidate's certifying professional or advocate, it should be returned to the chief examiner of the site where the candidate plans to test. Definitions of the professionals who may be involved are listed in the L-15 form. The chief examiner checks it for completeness and to see that scores for preferred tests have been included. The form and any documentation are then sent to the state GED administrator for review. The process should take about two weeks unless there are questions about the request. Then the request is sent to GED Testing Service for evaluation. That ruling will probably take about two months. All requests are returned to the chief examiner who will contact the candidate about the ruling.

Types of special accommodations available for those who qualify

Depending upon the candidate's disability, accommodations may include, but are not limited to, extended time, audiocassette, use of a calculator, scribe, private room, and/or supervised frequent breaks.

How the GED compares to the Graduation Qualification Exam (GQE)

The GQE is a test of ninth grade skills covering only language arts and mathematics. An individual who is unable to pass the GQE would probably be extremely challenged by the GED test without extensive study.

The GED is a test of what an individual should have learned in a four-year high school program.

The cost to take the test

Sites may charge up to \$60 for the initial test.

GED Testing Sites by County (As of February 2006)

Indiana residents may test at any Indiana testing site. Testing centers may require candidates to register in person, if possible, and make an appointment to test. Three pieces of identification will be needed—one with a photograph, preferably an Indiana driver's license or Indiana state-issued identification. The testing fee in Indiana can be up to \$60 for the initial test. Most sites prefer cash for the initial test.

** Indicates sites that also provide GED test preparation classes.*

COUNTY	ADDRESS	PHONE
Adams	<i>*Bellmont High School</i> 1000 North Adams Dr. Decatur, IN 46733	(260) 724-7121 Ext. 2184
Allen	<i>Ivy Tech State College</i> 3800 North Anthony Blvd. Fort Wayne, IN 46805	(260) 482-4207
	<i>*Anthis Career Center</i> 1200 South Barr St. Fort Wayne, IN 46802	(260) 467-1060
Bartholomew	<i>*McDowell Adult Education</i> 2700 McKinley Ave. Columbus, IN 47201	(812) 376-4248
Brown	<i>*Career Resource Center</i> 246 East Main St. Nashville, IN 47448	(812) 988-5880
Cass	<i>*Landmark Adult Learning Center</i> 401 Tanguy St. Logansport, IN 46947	(574) 753-6547
Clark	<i>Ivy Tech State College</i> 8204 Highway 31 West Sellersburg, IN 47172	(812) 246-3301 Ext. 4156
Clay	<i>*Clay Community Schools</i> 5 West Knight Dr. Brazil, IN 47834	(812) 443-4461 Ext. 124
Clinton	<i>*Frankfort Sr. High School</i> 1 Maish Rd. Frankfort, IN 46041	(765) 654-8545
Decatur	<i>*Greensburg High School</i> 1000 East Central Ave. Greensburg, IN 47240	(812) 663-7176
Dekalb	<i>*Four County Area Vocational Cooperative</i> 1607 East Dowling St. Kendallville, IN 46755	(888) 349-2050

GED Testing Sites by County *(continued)*

COUNTY	ADDRESS	PHONE
Delaware	<i>Ivy Tech State College</i> 4301 South Cowan Rd. Muncie, IN 47302	(765) 289-2291 Ext. 374
Dubois	<i>Vincennes University</i> <i>Workforce Development Services</i> 1002 North First St. Vincennes, IN 47591	(812) 888-5749
Elkhart	<i>*Elkhart Area Career Center</i> 2424 California Rd. Elkhart, IN 46514	(574) 262-5678
	<i>*Goshen High School</i> #1 Redskin Rd. Goshen, IN 46526	(574) 533-8651
Fayette	<i>*Whitewater Technical Career Center</i> 1300 Spartan Dr. Connersville, IN 47331	(765) 827-0553
Floyd	<i>*Riesz Adult Extended Services</i> 1613 East Spring St. New Albany, IN 47150	(812) 949-4253
Fulton	<i>*Adult Learning Center</i> 100 West Ninth St.-Suite 310 Rochester, IN 46975	(574) 223-5224
Grant	<i>Ivy Tech State College</i> 1015 Third St. Marion, IN 46952	(765) 662-9843
Greene	<i>*Adult Education Center</i> <i>Linton-Stockton Elementary</i> 900 Fourth St. Linton, IN 47441	(812) 847-6039
Hamilton	<i>*Noblesville High School</i> 18111 Cumberland Rd. Noblesville, IN 46060	(317) 773-4680 Ext. 0
Henry	<i>*New Castle Area Vocational School</i> 801 Parkview Dr. New Castle, IN 47362	(765) 593-6680
Howard	<i>*Kokomo Area Career Center</i> 2415 South Berkley Rd. Kokomo, IN 46902	(765) 455-8021
Huntington	<i>*Huntington County Jail</i> 332 East State St. Huntington, IN 46750	(260) 356-2858

GED Testing Sites by County *(continued)*

COUNTY	ADDRESS	PHONE
Jackson	<i>*Seymour High School</i> 1350 West Second St. Seymour, IN 47274	(812) 522-4384 Ext. 1231
Jasper	<i>Rensselaer Central High School</i> 1204 East Grace St. Rensselaer, IN 47978	(219) 866-5175
Jay	<i>*Jay County High School</i> 2072 West SR 67 Portland, IN 47371	(260) 726-9306
Jefferson	<i>Madison High School</i> 743 Clifty Dr. Madison, IN 47250	(812) 265-6672
Johnson	<i>*Central Nine Vocational Technical School</i> 1999 U.S. 31 South Greenwood, IN 46143	(317) 882-2088 Ext. 24
Knox	<i>*Vincennes University</i> Shake LRC-22, Room 130 Vincennes, IN 47591	(812) 888-5404
Kosciusko	<i>*Warsaw Community High School</i> #1 Tiger Ln. Warsaw, IN 46580	(574) 267-5174 Ext. 2137
Lake	<i>*School City of East Chicago</i> 210 East Columbus Dr. East Chicago, IN 46312	(219) 391-4100 Ext. 329
	<i>*Lake Ridge Schools</i> 6111 West Ridge Rd. Gary, IN 46408	(219) 989-7816
	<i>*Hammond Area Career Center</i> 5727 Sohl Ave. Hammond, IN 46320	(219) 933-2419
	<i>*Gary Area Career Center</i> 2800 East 35 th Ave. Gary, IN 46407	(219) 963-2716
	<i>Lake Central School Corporation</i> 8400 Wicker St. John, IN 46373	(219) 365-8551 Ext. 242
LaPorte	<i>*LaPorte High School</i> 602 F St. LaPorte, IN 46350	(219) 362-3102
	<i>*A. K. Smith Career Center</i> 817 Lafayette St. Michigan City, IN 46360	(219) 873-2122

GED Testing Sites by County *(continued)*

COUNTY	ADDRESS	PHONE
Lawrence	<i>North Lawrence Vocational Tech School</i> RR 13, Box 439 Bedford, IN 47421	(812) 279-3561
Madison	<i>*Anderson Vocational School</i> 325 West 38th St. Anderson, IN 46013	(765) 641-2121
	<i>*John H. Hinds Career Center</i> 1105 North 19th St. Elwood, IN 46036	(765) 552-9881
Marion	(West) <i>*Wayne Enrichment Center</i> 5248 West Raymond St. Indianapolis, IN 46241	(317) 248-8616
	(Downtown) <i>Ivy Tech State College</i> 1 West 26th St. Indianapolis, IN 46208	(317) 921-4882
	(Downtown) <i>*Indianapolis Public Schools</i> 120 East Walnut St. Indianapolis, IN 46204	(317) 226-4727
	(North) <i>*Hilltop School</i> 1915 East 86th St. Indianapolis, IN 46240	(317) 259-5275
	(East) <i>*Walker Career Center</i> 9651 East 21st St. Indianapolis, IN 46229	(317) 532-6150
Miami	<i>Heartland Career Center</i> 79 South 200 W. Wabash, IN 46992	(260) 563-7481
Monroe	<i>*MCCSC Adult Education Center</i> 3070 Prow Rd. Bloomington, IN 47404	(812) 330-7731
Montgomery	<i>*John Beard Learning Center</i> 1601 East College St. Crawfordsville, IN 47933	(765) 362-2690
Morgan	<i>*Mooresville Consolidated Schools</i> 550 North Indiana St. Mooresville, IN 46158	(317) 831-5262
Newton	<i>South Newton School Corporation</i> 13100 South 50 E. Kentland, IN 47951	(219) 474-5167 Ext. 203

GED Testing Sites by County *(continued)*

COUNTY	ADDRESS	PHONE
Noble	<i>Four County Area Vocational Coop.</i> 1607 East Dowling St. Kendallville, IN 46755	(888) 349-0250
Orange	<i>Paoli Community Schools</i> 501 Elm St. Paoli, IN 47454	(812) 723-4717
Perry	<i>Perry Central High School</i> Old Highway 37 Leopold, IN 47551	(812) 843-5121
Pike	<i>*Pike Central High School</i> 907 Walnut St. Petersburg, IN 47567	(812) 354-3918
Porter	<i>*Portage Adult Education Center</i> 5391 Central Ave. Portage, IN 46368	(219) 764-6961
Posey	<i>*Mount Vernon Jr. High School</i> 700 Harriett St. Mount Vernon, IN 47620	(812) 838-4356
Putnam	<i>*Area 30 Career Center</i> 1 North Calbert Way Greencastle, IN 46135	(765) 653-3515
Ripley	<i>*Southeastern Career Center</i> 901 West US 50 Versailles, IN, 47042	(812) 689-6730
Shelby	<i>*Blue River Career Programs</i> 801 Saint Joseph St. Shelbyville, IN 46176	(317) 392-4191 Ext. 101
St. Joseph	<i>South Bend Community School Corp.</i> 3206 Sugar Maple Ct. South Bend, IN 46628	(574) 283-7566
Starke	<i>North Judson-San Pierre High School</i> 1 Blue Jay Dr. North Judson, IN 46366	(574) 896-2158
Tippecanoe	<i>Ivy Tech State College</i> 3101 South Creasy Ln. Lafayette, IN 47903	(765) 772-9238
	<i>*Elston Community Education Center</i> 21 Elston Rd. Lafayette, IN 47909	(765) 474-2481 Ext 133

GED Testing Sites by County *(continued)*

COUNTY	ADDRESS	PHONE
Vanderburgh	<i>*Evansville-Vanderburgh Schools</i> One Southeast Ninth St. Evansville, IN 47708	(812) 435-8502
Vermillion	<i>*Wilson Community Education Center</i> 3636 East Highway 36 Hillsdale, IN 47854	(765) 245-2870
Vigo	<i>*Thornton Center</i> 3000 College Ave. Terre Haute, IN 47803	(812) 462-4479
Wabash	<i>*Heartland Career Center</i> 79 South 200 West Wabash, IN 46992	(260) 563-7481
Warrick	<i>*Boonville High School</i> 300 North First St. Boonville, IN 47601	(812) 897-4701
Wayne	<i>*FIND Center</i> 220 South Fifth Street Richmond, IN 47374	(765) 973-3486
White	<i>*White County Learning Lab</i> 322 North Market St. Monon, IN 47959	(219) 253-6100



Monroe County Community School Corporation - Adult Education – Teen Learning Center
Program Director: Sherry Dick

*Accept the challenges so that you
may feel the exhilaration of victory.*

-- General George S. Patton

Programming...Indiana's Requirements



Programming...Indiana's Requirements

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State Rules and Regulations

Teacher Certification

All adult education programs that use state and/or federal dollars from the Division of Adult Education to support a class, in whole or part, must employ instructors who hold valid Indiana teaching certificates in elementary or secondary education.

Eligible Learner

An “eligible adult” for reimbursement purposes is an Indiana resident who:

- Is at least 16 years of age.
- Has officially withdrawn from a K-12 program.
- Does not have a high school diploma.
- Is a high school graduate (or equivalent) and is determined to need basic skill development in English, language arts, or mathematics at or below the high school level.

A school corporation may allow an individual who is enrolled in a K-12 program and who is at least 16 years of age to participate in adult education but may not count the learner for reimbursement purposes.

An individual who is a high school graduate and who does not fit under the definition of “eligible learner” may participate in adult education but may not be counted for reimbursement.

Unless court ordered (and at the discretion of the local program), no one under the age of 16 can participate (even if that individual is not included in the count for state reimbursement) when adult education dollars (state and/or federal) are used to support a class or program.

Registered Learner

Registered learners are those who have participated in at least two program sessions. This can be for a class or an orientation session.

Enrolled Learner

In an Adult Basic Education (ABE) program, a learner is considered enrolled after 12 hours of attendance.

In the Adult Secondary Credit (ASC) program, a learner is considered enrolled after 6 hours of attendance.

Core and Secondary Outcome Measures

Federal adult education funds are authorized by the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act. Under this act a set of performance measures was developed as standards for quality in adult education. There are five Core Measures and seven Secondary Measures. Each federally funded adult education program sets goals for the core measures and is rewarded for reaching those goals by receiving performance and incentive funding. Performance funding is also awarded for secondary measures. Core and Secondary Outcome Measures offer a guide to what constitutes a quality program. They dictate what is considered to be important and reflect the goals of the Division of Adult Education.

Core Outcome Measures

Measures	Description
Educational Gains	A learner who completes or advances one or more educational levels from his/her starting level (as measured by pre-tests and post-tests) achieves this goal. This goal is automatically set for each learner. It is marked as "Improve Basic Skills" on the Registration and Adult Learning Plan (ALP) forms.
Employment Entry	A learner who is unemployed at the time of entry into the program may set this as a goal. The learner obtaining a job before the end of the first quarter after exiting the program achieves this goal.
Employment Retention	A learner who either enters unemployed and then gets a job or has a job when entering the program can set this as a goal. This goal is achieved if it is determined (through phone follow-up) that the learner remained employed for three quarters after exiting the program.
Receipt of a Secondary School Diploma or GED	A learner achieves this goal by obtaining a secondary diploma, either by passing the GED Test or by satisfying adult secondary credit requirements, and exiting the program.
Placement in Post Secondary Education or Training	A learner achieves this goal by enrolling in a postsecondary educational or occupational skills training program after exiting.

Standards for Quality Programs *(continued)*

Secondary Outcome Measures

Measures	Description
Completion of a Work-Based Project	A learner who completes a short-term course, which is 12 to 30 hours in length and designed to teach specific work-based skills, achieves this goal.
Reduction in the Receipt of Public Assistance	A learner who sets this as a goal and reduces or eliminates his/her need for TANF or Food Stamp assistance achieves this goal.
Achievement of Citizenship Skills	A learner achieves this goal if he/she is not a U.S. citizen, gains the skills necessary, and/or successfully passes the U.S. Citizenship exam.
Register to Vote or Vote for the First Time	A learner achieves this goal when he/she registers to vote or votes for the first time.
Increase Involvement in Community Activities	A learner achieves this goal by attending or organizing meetings of neighborhood, community, or political organizations; volunteering to work for such organizations; contributing to the support of such organizations; or volunteering to work on community improvement activities.
Increase Involvement in Children's Education	A learner who has dependent children achieves this goal by helping his/her children more frequently with school work; increasing contact with the children's teachers to discuss the children's education; or becoming more involved in children's school by attending school activities and parent meetings or volunteering to work on school projects.
Increase Involvement in Children's Literacy Related Activities	A learner who has dependent children achieves this goal by reading more to children, visiting libraries, or purchasing books or magazines for children.

Performance Measures

Performance measures are tied to the core indicators in that they show how successful the program is in the area mentioned by the indicator. All adult education programs that receive federal money must show continuous improvement on the performance measures. Data collected at initial registration and orientation and later updated by the classroom teacher provide the information that drives the performance measures. *(Sample Indiana Adult Education Performance Measures report follows.)*

Indiana Adult Education Performance Measures

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills.

Performance Measures	2003-2004 Actual	2004-2005 Actual	2005-2006 Goals
Beginning Literacy ABE The percentage of adult learners enrolled in Beginning Literacy ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	30% of beginning literacy enrollees acquired the level of basic skills to complete the level.	38% of beginning literacy enrollees acquired the level of basic skills needed to complete the level.	32% of beginning literacy enrollees will acquire the level of basic skills needed to complete the level.
Beginning Basic Education ABE The percentage of adult learners enrolled in Beginning Basic ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	44% of beginning ABE enrollees acquired the level of basic skills to complete the level.	46% of beginning ABE enrollees acquired the level of basic skills needed to complete the level.	46% of beginning ABE enrollees will acquire the level of basic skills needed to complete the level.
Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	45% of low intermediate ABE enrollees acquired the level of basic skills to complete the level.	50% of low intermediate ABE enrollees acquired the level of basic skills needed to complete the level.	47% of low intermediate ABE enrollees will acquire the level of basic skills needed to complete the level.
High Intermediate ABE The percentage of adult learners enrolled in High Intermediate ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	44% of high intermediate ABE enrollees acquired the level of basic skills to complete the level.	49% of high intermediate ABE enrollees acquired the level of basic skills needed to complete the level.	46% of high intermediate ABE enrollees will acquire the level of basic skills needed to complete the level.

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #1 *(continued)*: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills.

Performance Measures	2003-2004 Actual	2004-2005 Actual	2005-2006 Goals
Beginning Literacy (ESL) The percentage of adult learners enrolled in Beginning Literacy ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	36% of beginning literacy ESL enrollees acquired the level of English language skills to complete the level.	45% of beginning literacy ESL enrollees acquired the level of English language skills needed to complete the level.	38% of beginning literacy ESL enrollees will acquire the level of English language skills needed to complete the level.
Beginning ESL The percentage of adult learners enrolled in Beginning ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	39% of beginning ESL enrollees acquired the level of English language skills to complete the level.	44% of beginning ESL enrollees acquired the level of English language skills needed to complete the level.	41% of beginning ESL enrollees will acquire the level of English language skills needed to complete the level.
Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	42% of low intermediate ESL enrollees acquired the level of English language skills to complete the level.	49% of low intermediate ESL enrollees acquired the level of English language skills needed to complete the level.	44% of low intermediate ESL enrollees will acquire the level of English language skills needed to complete the level.
High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	42% of high intermediate ESL enrollees acquired the level of English language skills to complete the level.	51% of high intermediate ESL enrollees acquired the level of English language skills needed to complete the level.	44% of high intermediate ESL enrollees will acquire the level of English language skills needed to complete the level.

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #1 *(continued)*: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills.

Performance Measures	2003-2004 Actual	2004-2005 Actual	2005-2006 Goals
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	36% of low advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading, and writing) to complete the level.	43% of low advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	41% of low advanced ESL enrollees will acquire the level of English language skills (speaking, listening, reading and writing) needed to complete the level.
High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	36% of high advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) to complete the level.	48% of high advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	40% of high advanced ESL enrollees will acquire the level of English language skills (speaking, listening, reading and writing) needed to complete the level.
Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	41% of low ASE enrollees acquired the level of basic skills to complete the level.	43% of low ASE enrollees acquired the level of basic skills needed to complete the level.	43% of low ASE enrollees will acquire the level of basic skills needed to complete the level.

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #2: Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment, or career advancement.

Performance Measures	2003-2004 Actual	2004-2005 Actual	2005-2006 Goals
Placement in Post Secondary Education or Training The percentage of adult learners with a goal of advanced education or training who exited and entered post secondary education or training. (# entered post secondary education/training divided by # with goal of advanced education/ training = post secondary placement rate)	68% of adult learners with a goal of advanced education or training enrolled in post secondary education or training.	74% of adult learners with a goal of advanced education or training enrolled in post secondary education or training.	80% of adult learners with a goal of advanced education or training will enroll in post secondary education or training.
Placement in Unsubsidized Employment The percentage of adult learners not employed at program entry and with an employment goal, who entered unsubsidized employment by the end of the first quarter after program exit quarter. (# obtaining unsubsidized employment in the first quarter after program exit quarter divided by # not employed at entry with an employment goal = employment rate)	69% of adult learners not employed at enrollment (and in the workforce) obtained unsubsidized employment.	61% of adult learners not employed at enrollment (and in the workforce) obtained unsubsidized employment.	82% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #2 *(continued)*: Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.

Performance Measures	2003-2004 Actual	2004-2005 Actual	2005-2006 Goals
<p>Retention in Unsubsidized Employment</p> <p>The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program. Note: Relevant adult learner enrollees are defined as:</p> <ol style="list-style-type: none"> 1. Those enrolled adults employed at program entry with a job retention goal. 2. Those enrolled adults not employed at entry with an employment goal who obtained employment by the end of the first quarter after exit quarter. <p>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter divided by # of relevant adults = job retention rate)</p>	66% of the adult learner enrollment retained unsubsidized employment.	75% of the relevant adult learner enrollment retained unsubsidized employment in the third quarter after the program exit quarter.	82% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	2003-2004 Actual	2004-2005 Actual	2005-2006 Goals
High School Completion The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent and exited. (# adults obtaining high school credential divided by # adults with high school completion goal = high school completion rate)	66% of the adult learners earned a high school diploma or recognized equivalent.	63% of adults with a high school completion goal earned a high school diploma or recognized equivalent.	80% of adults with a high school completion goal will earn a high school diploma or recognized equivalent.

Essential Documents

Adult education programs have basic components in place to ensure learner success. They must be diligently attended to in order to guarantee program continuation, as learner success equals program success.

Subsequently, adult education staff members are asked to contribute to the effort of gathering learner achievement data. This data are gathered from the various documents adult education programs use. Accurate completion of these documents is imperative as the information they contain eventually effects funding.

Example:

For each goal a student achieves that is documented on the Adult Learning Plan (ALP) as well as the Learner Exit/Year-End Information Form, the comprehensive program will be paid performance dollars. Other monies are awarded to the programs in the form of grants. Program directors use the information on the required documents to justify grant proposals. Therefore, federal guidelines mandate these documents be developed and maintained.

See below for a list of the essential documents and a brief overview of each.

Learner Registration Information (LRI)

This form is part of the registration process. All learners complete this as part of the registration procedure. It is kept in the individual student folder. The data are required for statistical purposes and annual performance reporting.

Confidentiality Information

Student information is considered "*private*." It may not be shared without an appropriate release form. These forms list individuals or outside agencies to which information may be released. Confidential information includes directory information, student assessment/progress information, and strictly confidential information. The student must sign these forms to release information.

Student Folder

The student folder should be developed when the learner enters the program. It is the road map of the student's goals and progress.

Essential Documents *(continued)*

Sign-In/Sign-Out Sheets

All programs must maintain attendance for each class or unit of instruction. Classroom teachers maintain an attendance sheet for each class session. The Division of Adult Education requires learner signatures with accurate times.

Standardized Pre-Testing and Post-Testing

Standardized assessment is used for determining the entry level of each learner, measuring one aspect of learner progress, and reporting exit levels. The pre-test instrument should be given before actual classroom instruction begins. Post-testing occurs for learners who acquire 30-50 individual instructional hours. *(Refer to Chapter 3 for further information on assessment.)*

Student Progress and Achievement for ABE Placement and Test Scores

This document records program entry level and test scores for each learner.

Adult Learning Plan (ALP)

This document must be maintained for each learner. It is on this form that a student, with the help of the instructor, records his/her goals and program plan. This must be reviewed on a regular basis as a learner moves through the program, reaches documented goals, and determines new ones. Teachers are responsible for developing the plan with the learner as well as reviewing and revising it at least quarterly.

Curriculum Design

The curriculum for each adult education learner is unique, designed to meet his or her specific needs and goals. Decisions regarding instruction are based on assessment outcomes and learner goals.

Learner Exit/Year-End Information

Exit data should be recorded for those students who have left the program prior to the end of scheduled instruction, and year-end information for those students continuing in the program, by June 30, the end of the program year. *(Refer to the Learner Exit/Year-End Information form on page 110.)*

Essential Documents *(continued)*

Student Follow-Up

One of the responsibilities of the adult education program/instructor is to capture and report learner achievement. Student follow-up is required to document student outcomes based on goals they have set.

(Note: The following pages contain sample documents and/or guidelines for their completion and use.)

Educational Functioning Level Standards

Educational Functioning Level	TABE Grade Level	TABE Scale Score	CASAS Score
ABE Beginning Literacy	0 – 1.9	367 or less	200 and below
ABE Beginning Basic Education	2 – 3.9	368 – 460	201 - 210
ABE Intermediate Low	4 – 5.9	461 – 517	211 - 220
ABE Intermediate High	6 – 8.9	518 – 566	221 - 235
ESL Beginning Literacy	0 – 0.9		180 and below
ESL Beginning Low	1 – ...		181 - 190
ESL Beginning High	... – 1.9		191 - 200
ESL Intermediate Low	2 – 3.9		201 - 210
ESL Intermediate High	4 – 5.9		211 - 220
ESL Advanced	6 – 8.9		221 - 235
ASE Low (ASC & GED)	9 – 10.9	567 – 595	236 - 245
ASE High (ASC & GED)	11 – 12.9	596 and above	246 and above

Note: Scores are based on reading test only.

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Learner Registration Information

FOR OFFICE USE: Student No: _____ State Identification No. (SID): _____

PLEASE PRINT – Information is confidential and will be used only for statistical purposes.
The social security number is voluntary.

Date: ____/____/____
Month Day Year

First Name: _____ Last: _____ Maiden: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Emergency Phone: _____
Area Code Number Area Code Number

Birth Date: ____/____/____ Age: ____ Sex: ☐ Male ☐ Female
Month Day Year

(Optional) – Social Security Number: ____-____-____

FOR OFFICE USE ONLY: Location (code): _____ Application Date: _____

ENTRY LEVEL (circle one) *(If using TABE or CASAS scores to determine level, refer to Educational Functioning Level Standards on page 79.)*

1 – ABE Beginning Literacy

8 – ASC High

15 – Work-Based Project Learner

2 – ABE Beginning Basic Education

9 – ESL Beginning Literacy

3 – ABE Intermediate Low

10 – ESL Beginning Low

PROGRAMS

4 – ABE Intermediate High

11 – ESL Beginning High

16 – Family Literacy Participant

5 – GED Low

12 – ESL Intermediate Low

17 – Workplace Literacy Participant

6 – GED High

13 – ESL Intermediate High

18 – Homeless Participant

7 – ASC Low

14 – ESL Advanced

19 – Work-Based Project Learner

FOR OFFICE USE ONLY:



Learner is an Eligible Graduate

Learner Registration Information *(continued)*

First Name: _____ Last Name: _____

RACE/ETHNICITY (check one)

- ☐ 1. American Indian/Alaskan Native
- ☐ 2. Asian
- ☐ 3. Native Hawaiian/Other Pacific Islander
- ☐ 4. Black/African American
- ☐ 5. Hispanic/Latino
- ☐ 6. White
- ☐ 7. Multiracial

CITIZENSHIP (check)

- ☐ 1. U.S. Citizen
- ☐ 2. Immigrant
- ☐ 3. Legalized Alien
- ☐ 4. Country, if not U.S. _____

EMPLOYMENT STATUS (check one)

- ☐ 1. Employed
- ☐ 2. Unemployed and looking for work
- ☐ 3. Not in the labor force

EDUCATIONAL STATUS (check)

- ☐ 1. High school diploma
- ☐ 2. Special education diploma
- ☐ 3. GED certificate/diploma
- ☐ 4. Currently enrolled in high school (9-12)

LAST GRADE COMPLETED _____
(1 – 12; 13 = PAST HIGH SCHOOL)

LAST SCHOOL ATTENDED _____

HOW DID YOU HEAR ABOUT US? (check one)

- ☐ 1. Friend or relative
- ☐ 2. TV or radio
- ☐ 3. Newspaper
- ☐ 4. Brochure/flyer
- ☐ 5. Department of Workforce Development referral
- ☐ 6. Public assistance referral
- ☐ 7. Literacy program referral
- ☐ 8. Court referral
- ☐ 9. Other referral _____
- ☐ 10. Employer
- ☐ 11. Shelter
- ☐ 12. Other _____

CHECK ALL THAT APPLY

- ☐ 1. Impairments (physical, mental, or learning)
- ☐ 2. Enrolled in an employment/training program
- ☐ 3. Live in rural area (outside city)
- ☐ 4. Live in urban area (city)
- ☐ 5. Receive public assistance
 - ☐ A. TANF (Temporary Assistance to Needy Families)
 - ☐ B. Receive food stamps
 - ☐ C. Receive other public assistance
 - ☐ D. Receive old-age assistance
 - ☐ E. Receive aid to the blind or disabled
 - ☐ F. Receive refugee cash assistance
- ☐ 6. Achieved work-based project goal
- ☐ 7. Displaced homemaker
- ☐ 8. Single parent
- ☐ 9. Dislocated worker
- ☐ 10. Resident of institution (check one)
 - ☐ A. Correctional facility
 - ☐ B. Community correctional facility
 - ☐ C. Medical, group, or nursing home

REASON(S) OR GOAL(S) FOR ATTENDING (must choose at least one)

- ☐ 1. Improve basic skills
- ☐ 2. Enter employment
- ☐ 3. Retain employment (upgrade skills to keep/improve current job)
- ☐ 4. Obtain a high school or GED diploma
- ☐ 5. Place in postsecondary education/job training
- ☐ 6. Achieve work-based project goal (only for work-based project learners)
- ☐ 7. Leave public assistance
- ☐ 8. Achieve citizenship skills
- ☐ 9. Increase involvement in children's education
- ☐ 10. Increase involvement in children's literacy activities
- ☐ 11. Vote or register to vote
- ☐ 12. Increase involvement in community activities

Guidelines – Learner Registration Information (LRI)

Student Number: The student number is assigned locally by the adult education program and may be different than the student identification number (SID). Some programs use the social security number (if available) as the student number for each learner.

Student Identification Number (SID): The student identification number (SID) is sometimes referred to as the *State Identification Number*. It is a unique 9-digit identification assigned to each learner one time by the local program and is reported to the state. For those programs using a computerized record keeping system, SID numbers are automatically generated. Programs not having this system will create SID numbers on their own, using the recommended format as follows:

Segment 1: Site number

Segment 2: Year of entry

Segment 3: Three-digit sequential number

Example: The first learner to be assigned at site number H108 will have a student identification number of H10897001. The second will be H10897002, etc. An SID number will be assigned to a student only once.

Month, Day, Year: The month, day, and year must be entered when the learner registration form is completed, either during the first or second session attended, whether it is an actual class or an orientation session.

First Name, Last, Maiden: Enter the learner's first and last name. Add maiden name if applicable.

Address: Enter the learner's address.

City, State, Zip Code: Give the city where the learner resides. The two-letter state abbreviation (IN), as used by the U.S. Postal Service, and zip code should be included.

Phone: Provide the area code and home telephone number where the learner can be reached. If available, provide an emergency number of a relative or close friend where the learner can also be reached.

Birth Date: The learner's birth date (*month, day, and year*) must be included.

Age: Provide the age of the learner at the time of registration. For programs using a computerized record keeping system, the age is generated automatically when the birth date and application date are entered. (Learners under the age of 16 may not participate in adult education and be counted toward state reimbursement.)

Guidelines – Learner Registration Information *(continued)*

Sex: Learners should be reported in the category, male or female, with which they personally identify or the category to which they appear to belong. No learner should be reported in more than one category.

Social Security Number: Provide the learner's social security number if available. Having the social security number will make record keeping easier, but it is not required.

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Location (Code): Each school corporation has been assigned a block of 4-digit numbers by the Division of Adult Education that can be used for all current sites, as well as those opening in the future. Site numbers should not be reused.

Application Date: This date (month, day, and year) is when the learner registration form is completed, either during the first or second session, whether it is an actual class session or an orientation.

Entry Level *(After assessment testing is completed, assign one of the following levels to each learner.)*

1 - ***ABE Beginning Literacy***

The individual has minimal or no reading and writing skills, little or no recognition of numbers or simple counting skills, and minimal ability to read basic signs or maps. The instructional level is equivalent to grades 0-1.9 TABE; 200 and below CASAS.

2 - ***ABE Beginning Basic Education***

The individual is able to complete simple reading, writing, and computational tasks and is able to read simple forms, write phone messages, and make simple change. The individual has minimal knowledge of, and experience with, using computers and related technology. The instructional level is equivalent to 2-3.9 TABE; 201-210 CASAS.

3 - ***ABE Intermediate Low***

The individual can read text on familiar subjects that have a simple underlying structure, can write simple paragraphs with a main idea and detail on familiar topics, can identify and use all basic math symbols, can complete order forms or job applications, and can use simple computer programs and perform a sequence of tasks using technology. The individual can qualify for entry-level jobs that require following basic written instruction and diagrams with assistance. The instructional level is equivalent to 4-5.9 TABE; 211-220 CASAS.

Guidelines – Learner Registration Information *(continued)*

Entry Level *(continued)*

4 - ***ABE Intermediate High***

The individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, can write simple narrative descriptions and short essays on familiar subjects, and can perform all four basic math operations with whole numbers and fractions. The individual is able to handle basic life skills tasks such as interpreting graphs, charts, and labels and can follow multi-step diagrams. The instructional level is equivalent to 6-8.9 TABE; 221-235 CASAS.

5 - ***GED Low*** (Refer to 7 below)

6 - ***GED High*** (Refer to 8 below)

7 - ***ASE Low (Includes ASC & GED)***

The individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors, can comprehend a variety of materials such as periodicals and non-technical journals on common topics, and can perform all basic math functions with whole numbers, decimals, and fractions. Individual is able or can learn to follow simple multi-step directions and read common legal forms and manuals, is proficient using computers and can use most common computer applications. The instructional level is equivalent to 9-10.9 TABE; 236-245 CASAS.

8 - ***ASE High (Includes ASC & GED)***

The individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals; writing is cohesive with clearly expressed ideas supported by relevant detail. The individual can make mathematical estimates of time and space and can apply the principles of geometry; can read technical information and complex manuals and is able to use common software and learn new software applications. The instructional level is equivalent to 11-12.9 TABE; 246 and above CASAS.

9 - ***ESL Beginning Literacy***

The individual cannot speak or understand English or understands only isolated words or phrases; has minimal or no reading or writing skills in any language; can communicate only through gestures or a few isolated words. CASAS (Life Skills) is 180 and below.

10 - ***ESL Beginning Low***

The individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition. The individual can recognize, read, and write numbers and letters, including simple sentences or phrases, but has very little or no understanding of basic grammar. There is some understanding of simple questions. The individual may be able to handle routine entry-level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. CASAS (Life Skills) is 181-190.

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Guidelines – Learner Registration Information *(continued)*

Entry Level *(continued)*:

11 - ***ESL Beginning High***

The individual can understand common words, simple phrases, and sentences spoken slowly and with some repetition. The individual can recognize, read, and write numbers and letters, including simple sentences or phrases, but has very little understanding of basic grammar. Individual can write some simple sentences with limited vocabulary. The individual can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. CASAS (Life Skills) is 191-200.

12 - ***ESL Intermediate Low***

The individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition and can ask and respond to questions using such phrases. Individual can read simple material on familiar subjects and comprehend simple compound sentences containing familiar vocabulary; can interpret simple directions, schedules, signs, and maps; can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. CASAS (Life Skills) is 201-210.

13 - ***ESL Intermediate High***

The individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help. Individual can read text on familiar subjects that have a simple and clear underlying structure; can meet basic survival and social needs; can follow some simple oral and written instruction and has some ability to communicate by telephone on familiar subjects. CASAS (Life Skills) is 211-220.

14 - ***ESL Advanced***

The individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary but may need repetition, rewording, or slower speech; can read simple descriptions and narratives on familiar subjects; can function independently to meet most survival needs and can communicate by telephone on familiar topics. The individual can use all basic software applications and select the correct technology in a new situation. CASAS (Life Skills) is 221-235.

15 - ***Work Based Project Learner***

The individual is participating in a work-based project program.

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Guidelines – Learner Registration Information *(continued)*

Programs

- 16 - ***Family Literacy Participant:*** The individual is participating in a family literacy program.
- 17 - ***Workplace Literacy Participant:*** The individual is participating in a workplace literacy program.
- 18 - ***Homeless Participant:*** The individual is participating in a homeless program.
- 19 - ***Work-Based Project Learner:*** The individual is participating in a work-based project program.

Race/Ethnicity: The learner should be reported in the race field with which he/she personally identifies. No learner should be reported in more than one category.

- 1 - ***American Indian/Alaska Native:*** A person having origins in any of the original peoples of North America and who maintains cultural identifications through tribal affiliation or community recognition.
- 2 - ***Asian:*** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. These areas include, for example, China, India, Japan, and Korea.
- 3 - ***Native Hawaiian/Other Pacific Islander:*** A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands or Samoa.
- 4 - ***Black/African American:*** A person having origins in any of the Black racial groups of Africa but not of Hispanic culture or origin.
- 5 - ***Hispanic/Latino:*** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 6 - ***White:*** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic culture or origin.
- 7 - ***Multi-racial:*** A person whose biological parents are of different races from each other.

Citizenship: Check if the learner is a U.S. citizen, immigrant, or legalized alien. Enter the learner's country (if not the U.S.).

Guidelines – Learner Registration Information *(continued)*

Employment Status

- 1 - ***Employed***: Learners who work as paid employees, work in their own businesses or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.
- 2 - ***Unemployed and Looking for Work***: Learners who are not working, but are seeking employment, have made specific efforts to find a job, and are available for work. This includes persons who were waiting to be called back to a job from which they had been laid off, and persons waiting to report to a new job. This does **not** include persons who are **not** available for work.
- 3 - ***Not in the Labor Force***: Learners who are not employed and are not seeking employment.

Educational Status: A learner should check any appropriate categories.

- 1 - U.S. high school diploma
- 2 - Special education diploma
- 3 - GED certificate/diploma
- 4 - Currently enrolled in high school (9-12). This category should ***only*** be marked if the learner is at least 16 years of age and is not officially withdrawn from high school but is attending adult education classes. ***Example:*** A student fails government and comes to adult education to make up the class but continues taking classes at the high school. A learner cannot be enrolled and counted for state reimbursement in both.

Last Grade Completed: Enter the highest grade completed. If the learner has attended a post-secondary institution, indicate the level by entering a "13."

Last School Attended: Enter the name of the last school attended.

How Did You Hear about Us: Check the category, which most closely identifies how the student learned about the program. (Check only one.)

Guidelines – Learner Registration Information *(continued)*

Other Categories: Check all other circumstances that apply.

- 1 - ***Impairments:*** Persons who are 16 years of age or older, with any physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. It includes adults who have a chemical dependence, developmental disability, hearing impairment, communication disorder, visual impairment, emotional disability, physical impairment, and/or learning disability.
- 2 - ***Enrolled in an Employment/Training Program:*** Learners who are participants in a program designed to provide employment to the participant or to train the participant in employment-related skills.
- 3 - ***Live in Rural Area (Outside City):*** Adult residents in communities having populations of less than 2,500, excluding urban areas. An urban area includes a population of 50,000 or more in a city, plus the surrounding area.
- 4 - ***Live in Urban Area (City):*** Adult residents in communities having populations of more than 50,000, especially those areas with high rates of unemployment. Rural areas are communities with populations of less than 2,500, excluding urban areas.
- 5 - ***Receive Public Assistance:*** Check if the learner receives TANF (Temporary Assistance to Needy Families), food stamps, aid to the blind or disabled, refugee cash assistance, or "old age assistance." Other public assistance includes adults who receive financial assistance from federal, state, and/or local programs. Unless social security recipients are also receiving "old-age assistance," they should not be included in this category.
- 6 - ***Low Income:*** A student with a total family income no greater than 70 percent of the federal income standard for a family of his or her family size. This information can be self-reported or obtained from documentation. Learners who are homeless or in families receiving cash public assistance, such as TANF or food stamps, are automatically considered low income.
- 7 - ***Displaced Homemaker:*** A learner who has been providing unpaid services to family members in the home and has been dependent on the income of another family member, but at enrollment is no longer supported by that income. The learner must also be unemployed or underemployed and having difficulty obtaining a job. This information can be obtained through self-report or documentation from referring agency.
- 8 - ***Single Parent:*** A learner having sole custodial support of one or more dependent children. This information can be obtained from self-report or documentation.

Guidelines – Learner Registration Information *(continued)*

Other Categories *(continued)*

- 9 - ***Dislocated Worker:*** A learner who has been laid off from a job or has received notices of impending layoff. This information can be obtained from self-report or documentation.
- 10 - ***Resident of Institution:*** Check if the learner is a resident of an institution.
- A - ***Correctional Facility:*** Adults who are inmates in any prison, jail, reformatory, work farm, detention center, or any other similar federal, state, or local institution designed for the confinement or rehabilitation of criminal offenders.
 - B - ***Community Correctional Facility:*** Adults who are required to attend or live in a community-based rehabilitation facility or halfway house.
 - C - ***Other Institutional Facility (Medical, Group, or Nursing Home):*** Adults who are patients or residents of a medical or special institution.

Reason(s) or Goal(s) for attending adult education: Check at least one.

- 1 - ***Improve basic skills:*** Learner's goal is to complete or advance one or more educational functioning levels from his/her starting level measured on entry into the program.
- 2 - ***Enter employment:*** Learner who is not employed at time of entry and intends to obtain full-time or part-time paid employment.
- 3 - ***Retain employment (upgrade skills to keep/improve current job):*** Learner who is not employed at time of entry but who intends to obtain a job or who is employed at the time of entry and wants to upgrade skills to enable retention of current employment.
- 4 - ***Obtain a high school or GED diploma:*** Learner's goal is to pass the GED test or achieve sufficient skills and credit hours to earn a state accredited secondary diploma or its recognized equivalent.
- 5 - ***Place in postsecondary education or job training:*** Learner plans to achieve skills to enable enrollment in a postsecondary education program or job-training program.
- 6 - ***Achieve work-based project goal (only for work-based project learners):*** Learner intends to obtain the skills needed to complete a project learner activity (i.e., a course of 12-30 hours duration designed to teach specific workplace skills).

Guidelines – Learner Registration Information *(continued)*

Reason(s) or Goal(s) for attending adult education *(continued)*:

- 7 - ***Leave public assistance:*** Learner's TANF grant or equivalent public assistance grant is to be reduced or eliminated due to employment or increased income.
- 8 - ***Achieve citizenship skills:*** Learner wants to obtain the skills necessary to pass the citizenship test.
- 9 - ***Increase involvement in children's education:*** Learner will increase involvement in the education of dependent children under his or her care, including assisting children more frequently with their school work, increasing contact with children's teachers, and attending school activities and parent meetings.
- 10 - ***Increase involvement with children's literacy activities:*** Learner will increase involvement in literacy-related activities of dependent children under his or her care, including reading to children, visiting a library, and purchasing books and magazines for children.
- 11 - ***Vote or register to vote:*** Learner who, at the time of enrollment, is not registered to vote or who has never voted but plans to do so.
- 12 - ***Increase involvement in community activities:*** Learner will increase involvement in the following community activities: attending or organizing neighborhood, political, or community meetings, volunteering to work for such organizations, contributing to the support of such organizations, and volunteering to work on community improvement activities.

Student Confidentiality

According to the *Family Educational Rights Privacy Act of 1974, enacted as section 438 of the General Education Provisions Act*, student information that is considered "private" may not be shared with any outside agency or individual who is not designated on a release of confidential information form that has been signed by the student. There are several types of information that may require release of information forms: **directory information**, **student assessment/progress information**, and **strictly confidential information**.

Directory information is basic information stored in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to:

- Full name
- Address and telephone listing
- Date and place of birth
- Dates of program attendance
- Most recent previous education
- Agencies or institutions attended

Each student must sign a form that verifies his or her knowledge that the institution can release directory information.

Educational record information is specific information contained in an educational record of a student that is usually shared among teaching, support, and administrative staff members of the adult education program. Such information is considered private and therefore may not be shared externally. It includes, but is not limited to information regarding:

- Program placement
- Plan of study
- Assessment scores
- Progress portfolio
- Record of attendance

Before such information may be shared verbally or in writing with an individual outside the adult education program or with an external agency, a signed release of information form must be obtained.

While *directory and educational record information* is not considered "strictly confidential," a local program must adhere to its institution's policy, which must be in accordance with the *Family Educational Rights Privacy Act (DOE 34 CFR, Part 99)*. Data on the learner registration information forms may be transmitted to the Indiana Department of Education and other adult education providers without a formal release of information.

Learners must be made aware that they may be contacted following program completion and that the Indiana Department of Education may use information from the learner registration information forms to obtain data from other private and public entities. The Statement of Understanding Regarding Release of Information Contained in Program Records (refer to form on page 92) should be read to students upon entry and the release form should be signed.

In some circumstances the Simplified Release of Information form on page 93 may be used.

Statement of Understanding Regarding Release of Information Contained in Program Records

I understand that information on the learner registration information forms may be shared with the Indiana Department of Education or other adult education personnel for the purpose of compiling and reporting information as required by the Adult Education and Family Literacy Act.

I understand that after I have finished my program of study I may be contacted by telephone, regular mail, or e-mail about completion of my goals.

I understand that information regarding the completion of the following goals may be verified by another private or governmental agency:

- Getting or keeping a job
- Enrolling in a college, university, or other training program
- Passing the GED exam or getting a high school diploma

I authorize the program to release the following types of program record information:

- Directory information (name, address, telephone, social security number, etc.)
- Assessment scores
- Record of attendance
- Statistical information (gender, ethnicity, employment status, education, disability status, etc.)
- Educational goals and achievements

(Optional) Additional agencies to which this information may be released:

I understand that this release of information is valid for one year from the date of my signature.

Signature of Student

Date

Signature of Parent or Guardian (if necessary)

Date

Simplified Release of Information Form

Many ESL or English literacy students are not able to understand the learner registration information forms and the program may use a simplified application. These students may also need to use a simpler release form. The release below may be substituted.

Release of Information

I, _____, understand that a representative of the adult education program may call or write to me about my goals after I finish my class. I give permission to use information on this form to contact me. I give permission for other information (such as my social security number) to be used by adult education to make program reports. No information about me will be published. I understand that giving my social security number is voluntary. The social security number may be used to match information between private and state agencies. It will not be used to make decisions about me or any other person. If I do not give my social security number, I will not lose any rights or services as a student.

Signature

Date

Signature of Parent or Guardian (if required)

Date

Strictly Confidential Information

Strictly confidential information is information that is known about a student or that is contained in a written record that would be illegal to disclose either verbally or in written form without a signed release of information form. If a student discloses any of the following types of information, legally that information is to be considered *strictly confidential* and therefore "private:"

- Disclosure of a diagnosed learning disability.
- Disclosure of previous status as a student eligible for special education and related services.
- Disclosure of any other type of diagnosed physical or mental disability.
- Disclosure of a diagnosed medical condition.
- Disclosure of use of any prescription drugs.
- Disclosure of history of drug/alcohol abuse and/or treatment.
- Disclosure of status as HIV positive or of having the AIDS virus.
- Official transcripts including GED scores.

The following procedures should be used in handling strictly confidential information:

- Any written reference to strictly confidential information must be maintained in a **distinct file that must be separate from routine student information, be clearly marked "confidential", and retained in a locked filing cabinet or drawer.**
- Filing cabinets or drawers containing strictly confidential information must be labeled as "Confidential." Cabinets or drawers must remain locked, be inaccessible to students or support staff, and must have a log filed in the front of each locked drawer to indicate when confidential files are accessed by any instructional or administrative staff person. The log must indicate the date, the purpose for access, and the name of the person accessing information. (*Refer to Student Confidential Records Log form on page 96.*)
- Strictly confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period. Strictly confidential information must be shredded when discarded.
- Obtaining **verbal consent is not sufficient** to allow transmittal of confidential information to anyone either in conversation or in writing.
- Strictly confidential information (in the form of a diagnosis, specific accommodations, etc.) regarding a student **may not be shared with the program's teaching, support, or administrative staff** without a written release of information, which is read aloud and signed by the individual (or his/her guardian) who disclosed this information. The release of information form must specify the particular individual(s) with whom specific information may be shared. Use the *Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers* form on page 54.

Strictly Confidential Information *(continued)*

- Strictly confidential information regarding a student **may not be discussed, nor may any record be shared externally**, without a written release of information. The release of information form must have been read aloud and signed by the individual (or his/her guardian) who disclosed this information. Use the *Authorization for Release of Information to External Agencies and Individuals* form on page 55 when transmitting information to an external agency or to an outside individual.
- Release of information forms should be photocopied/retyped on a local program letterhead.

Student Confidential Records Log			
Date	Student's Name	Signature of Persons Accessing Records	Reasons Records Were Accessed

Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers

I give my permission to release information contained in the document(s) indicated below:
Please date, initial, and check (✓) the appropriate items below.

Date Initials Check Item

- _____ _____ ☐ Tests of Adult Basic Education (TABE) scores
- _____ _____ ☐ Comprehensive Adult Student Assessment of System (CASAS) scores
- _____ _____ ☐ GED Official Practice Test scores
- _____ _____ ☐ GED scores
- _____ _____ ☐ Other: _____
- _____ _____ ☐ School records from: _____
- _____ _____ ☐ Other records from: _____

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information may be made available to several staff people, please list their names below. Then date, initial, and check (✓) the appropriate individuals. If different information is going to various individuals, make separate forms.

Date Initials Check Staff Member

_____ _____ ☐ _____

_____ _____ ☐ _____

_____ _____ ☐ _____

_____ _____ ☐ All of the Staff Members Listed above

_____ _____ ☐ Other Individual(s) _____

_____ _____ ☐ Volunteer Tutor _____

Date Initials Check Staff Member

_____ _____ ☐ _____

_____ _____ ☐ _____

_____ _____ ☐ _____

This release is valid from the date of my signature until June 30, _____, or until it is revoked in writing, whichever occurs first. This release has been read to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

Authorization for Release of Information to External Agencies or Individuals

I give my permission to release information contained in the document(s) indicated below:
Please date, initial, and check (✓) the appropriate items below.

Date Initials Check Item

- | | | |
|-------|-------|--|
| _____ | _____ | <input type="checkbox"/> Tests of Adult Basic Education (TABE) scores |
| _____ | _____ | <input type="checkbox"/> Comprehensive Adult Student Assessment of System (CASAS) scores |
| _____ | _____ | <input type="checkbox"/> GED Official Practice Test scores |
| _____ | _____ | <input type="checkbox"/> Attendance records |
| _____ | _____ | <input type="checkbox"/> Other: _____ |
| _____ | _____ | <input type="checkbox"/> School records from: _____ |
| _____ | _____ | <input type="checkbox"/> Other records from: _____ |

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information may be made available to several staff people, please list their names below. Then date, initial, and check (✓) the appropriate individuals. If different information is going to various individuals, make separate forms.

Date Initials Check Agency

- | | | |
|-------|-------|---|
| _____ | _____ | <input type="checkbox"/> Agency: _____ |
| _____ | _____ | <input type="checkbox"/> Other Individual(s): _____ |

This release is valid from the date of my signature until June 30, _____, or until it is revoked in writing, whichever occurs first. This release has been read to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

Student Folder

The student folder should be developed when the learner enters the program. It should be a road map of the student's progress and goals. Authorized individuals looking at the folder should be able to tell when the learner came to the program; when he/she pre-tested and post-tested; what his/her educational functioning level was at entry; when the ALP was developed, reviewed and updated; what progress and goals have been achieved; and when the learner exited.

Who might look at the student folder?

Primarily the student and teacher will use the folder. However, the program administrator may review folders to assure that paperwork and reporting are being done correctly. If the student transfers to another class, the new instructor will need to know about the student's goals and progress the student has made. The state Division of Adult Education staff review adult education programs on a rotating basis and may visit classrooms to evaluate whether policies and procedures are being followed.

What the folder should contain?

- Learner Registration Information – All data should be complete. Test scores should match education level and all forms should reflect the same entry level throughout the program year. Learner's goals should be checked on the second page. The Exit form should also be filed in the student folder and be completed if the learner is no longer attending class.
- Evidence of Assessment – Measures must include TABE and/or CASAS. Other assessment might include inventories, interviews, samples, etc.
- Adult Learning Plan – The first page should be signed by the learner and the teacher. It should reflect all student progress. There should be evidence that the teacher has monitored and updated the plan on a regular basis.
- Documentation of goals achieved – This includes test scores, evidence of GED attainment, and documentation of secondary goal achievement.
- Sample of the student's work – This is not mandatory but may be helpful.
- Other – Local programs may require other information such as the high school exit form for 16, 17, and 18 year-old students. Check with your program administrator.

The student folders, along with Sign-In/Sign-Out Sheets, must be retained by the program for five years.

Sign-In/Sign-Out Sheet

Sign-in/Sign-out forms (refer to sample form on page 101) must contain the class ID, the class time, the teacher's name, the date of attendance, the time of entry to and exit from each class period, the student's name (printed), and the student's signature.

A learner is considered **registered** after attending two class sessions. An ABE learner is **enrolled** after 12 hours of attendance and an ASC learner is **enrolled** after 6 hours of attendance.

Sign-In/Sign-Out Sheet

Class ID:

Teacher:

Class Time:

Student Name (Please Print)

Student Signature

Time
InTime
Out

Date

SAMPLE

Student Progress and Achievement for ABE Placement and Test Scores

Student Number: _____ Name: _____

Site: _____ Site Number: _____

Entry Level (Circle One)

*(If using TABE or CASAS scores to determine level,
refer to Educational Functioning Levels Table on page 79.)*

- | | | |
|-----------------------------------|----------------------------|-------------------------------------|
| 1 - ABE Beginning Literacy | 8 - ASC High | 15 - Work-Based Project Learner |
| 2 - ABE Beginning Basic Education | 9 - ESL Beginning Literacy | |
| 3 - ABE Intermediate Low | 10 - ESL Beginning Low | Programs |
| 4 - ABE Intermediate High | 11 - ESL Beginning High | 16 - Family Literacy Participant |
| 5 - GED Low | 12 - ESL Intermediate Low | 17 - Workplace Literacy Participant |
| 6 - GED High | 13 - ESL Intermediate High | 18 - Homeless Participant |
| 7 - ASC Low | 14 - ESL Advanced | 19 - Work-Based Project Learner |

☐ Check if excluded from standardized testing and provide reason: _____

Test Scores

	Date	Code	Type	Form	Series	Level	Subject	Appr/Loc Score	Raw Score	Scaled Score	Grade Equivalent
1.											
2.											
3.											
4.											

Code

1 - Pretest
2 - Posttest
3 - Year End

Type

C - CASAS
T - TABE

Form

7,8
9,10

Series

E
L

Level

5A, 4A, 3A, 2A, A, B, C, D, E, M, 7, 8

Subject

M - Math
R - Reading
L - Listening

HM - High School Math
HR - High School Reading
HL - High School Language Arts

SM - Special Ed Math
SR - Special Ed Reading
SL - Special Ed Language Arts

LA - Language Arts
CB - Complete Battery

Revised 07/01/06

Policy on Implementation of the Adult Learning Plan (ALP)

Principles

The Adult Learning Plan was specifically developed:

- To enhance the learner's sense of ownership of his/her learning plan and to increase the learner's enthusiasm and commitment to the learning process, allowing the learner to realize success more quickly.
- To provide a "road map" of learner and instructor decisions about the appropriate course of study, based on the reasons the learner chose to attend the program.
- To serve as a tool for better communication among staff members, volunteers, and referral agencies in implementing the learner's plan.
- To provide a method by which learner progress is reviewed on a regular basis.
- To provide documentation of learner achievement for the learner, the local program, funding sources, and referral agencies.

Format

The format designed by a committee of practitioners and provided by the Division of Adult Education is a **prototype**. Local programs may redesign the form to best serve learners and staff. However, all elements of the ALP (refer to sample forms on pages 106 and 107) must be included in any variation of the form.

Policy for implementation

All adult basic education programs must use the ALP program-wide. The ALP should be developed with the learner at or before 12 contact hours. Teachers or other appropriate instructional staff are responsible for ALP development with the learners.

The **first page** of the ALP **must be developed with all ABE, GED, and ESL learners**, regardless of the learner's entry level. Additionally, **the second page is mandatory for all Adult Basic Education (0-8.9) and all ESL learners**. This page is considered to be a progressive instrument, charting step by step the smaller, short-term goals and accomplishments for this population. It is hoped these learners will participate longer if they can see the accomplishment of small steps towards their goal area(s).

Instructions for use

Instructions for the ALP are attached and must be distributed, along with the policy, to **all teachers/instructional staff**.

Guidelines for Use of the Adult Learning Plan (ALP) (Page 1)

(Refer to sample on page 106.)

Mandatory for ALL Learners

Important: The information recorded on the ALP is collected from the Learner Registration Information form, interest inventories, learning style inventories, and dialogue with program staff.

Quarter-Ending (circle) 9/30 12/31 3/31 6/30: A date is circled to indicate that program staff has revisited the ALP *with* the learner at least quarterly beyond the initial development date.

Date: The date the ALP is initially developed with the learner (at or before the accumulation of 12 contact hours).

Reason for Participation: If a specific referral was made by an agency, i.e., a service agency, or by a court mandate, note that source **OR** note self-initiated if the learner is attending because of his/her own motivation.

Assessment Methods: Measures must include TABE and/or CASAS (unless waived). Other tools/activities might include learning style inventories, interest inventories, interviews, questionnaires, or writing samples.

Strengths/Interests: Includes information obtained from learning styles inventories, interviews, interest checklists, or writing samples. Focuses on the personal attributes and interests that each learner brings.

Goal Areas: The areas selected here must be relevant to the individual's goals as determined by the learner and the program staff. Since only goals selected and obtained can be counted as achievements for the program, it is important to review and update the goal area on a regular basis.

Additional Factors Affecting Learner's Progress: This area should be used to indicate existing conditions, positive or negative, that might have an impact on the learner's plan. Examples could include:

- "I may miss class occasionally due to husband's health."
- "I work overtime on my job whenever I get the chance."
- "Sometimes I have to baby-sit my grandchildren on a moment's notice."

Learner Agreement and Instructor Agreement

This collaborative agreement views the learner and program staff as partners in the learning process, validated by both their signatures.

Guidelines for Use of the Adult Learning Plan

(ALP)

(Page 2)

(Refer to sample on page 107.)

Mandatory for Adult Basic Education and ESL

(0-8.9)

Follow-Up: Additional Factors Affecting the Learner's Progress: This section is for notation regarding any follow-up activity on behalf of the learner, including phone calls, post cards, contacts with service agencies, and any feedback received.

Important: The first step in the development of page two of the ALP is for the learner and program staff to select one goal area from page one. Initially, it is recommended that only one relevant, attainable short-term goal be written for that goal area. Page two is a progressive plan to be developed and revised continually as the learner reaches each goal.

Goal Areas: Selected from page one

Example taken from the **Learner:**

Goal Area: Math Improvement
Short Term Goal: To re-learn fractions

Example taken from the **Basic Skills Competency List:**

Goal Area: Math Improvement
Short Term Goal: 3.1 demonstrate an understanding of place value

Example taken from the **Life Skills Competency List:**

Goal Area: Math Improvement
Short Term Goal: 1.2.2 Compare price/quality to determine the best buys

Materials/Methods: This area is intended for general materials and methods, not detailed page numbers. Examples could include newspapers, magazines, class demonstrations, cooperative learning units, maps, globes, dictionaries, yellow pages, atlases, encyclopedias, learner's materials, grocery products, bowling score sheets, library books, Cloze activities, peer created lessons, and/or role playing.

Comments/Documentation: This section is for the purpose of documenting gains or the lack of progress. Assessment tools and methods for such documentation could include teacher-made tests, unit tests, standardized tests, journals, portfolio simulations, actual demonstrations, and others.

Quarter Ending (Check one)
 9/30 ___ 12/31 ___ 3/31 ___ 6/30 ___

ALP # _____

Adult Learning Plan

Name: _____ Date: _____

Reason for Participation: _____

Assessment Methods: _____

Strength/Interest: _____

Goal Areas (check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Improve Basic Skills | <input type="checkbox"/> U.S. Citizenship Skills | <input type="checkbox"/> Increased Involvement in Children's Education |
| <input type="checkbox"/> Reading | | <input type="checkbox"/> Help more frequently with school |
| <input type="checkbox"/> Math | <input type="checkbox"/> Gain Unsubsidized Employment | <input type="checkbox"/> Increased contact with children's teachers |
| <input type="checkbox"/> Language | | <input type="checkbox"/> More involvement in children's activities |
| <input type="checkbox"/> High School Course/Diploma | <input type="checkbox"/> Retain Employment or Advance in Job | |
| <input type="checkbox"/> GED Preparation | <input type="checkbox"/> Removal from Public Assistance | <input type="checkbox"/> Increased Involvement in Children's Literacy Activities |
| <input type="checkbox"/> Preparation for Post Secondary Education or Training | <input type="checkbox"/> Work-Based Project Goal | <input type="checkbox"/> Reading to children |
| <input type="checkbox"/> ESL Conversation, Survival | <input type="checkbox"/> Increased Involvement in Community Activities | <input type="checkbox"/> Visiting library |
| <input type="checkbox"/> ESL Reading, Writing | | <input type="checkbox"/> Purchasing books or magazines |
| | <input type="checkbox"/> Civics Information | <input type="checkbox"/> Other |

Additional Factors Affecting Learner's Progress: _____

LEARNER AGREEMENT

I have agreed that the above goal areas are those I choose to work on at this time. I understand that for the successful completion of these goal areas I will need to attend class or work with my tutor _____ hours per week, complete my assignments, ask for help when I need it, and make a genuine effort to learn. If changes need to be made in my learning plan, my instructor and I will make a new agreement.

Learner Signature: _____ Date: _____

INSTRUCTOR AGREEMENT

As the class instructor, I will do everything possible to help this learner achieve the above goals by providing appropriate instruction and by reviewing the learner's progress at regular intervals. I understand that if changes need to be made in the learning plan, the learner and I will make a new agreement.

Instructor Signature: _____ Date: _____

Follow-up: Additional Factors Affecting Learner's Progress:

Date: _____

Date: _____

Name: _____

Document Progress toward each goalCircle: **R** (Reached goal), **P** (Progress made), **N** (No progress), **M** (Modified goal)

Enter date progress is being reviewed

Goal Area:

Date Set: _____

Date reached: _____

Date modified: _____

Short Term Goals:**Circle One****Date Reviewed**

- | | | |
|--------------------------|---------|-------|
| 1. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 2. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 3. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 4. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |

Comments/Documentation: _____

Goal Area:

Date Set: _____

Date reached: _____

Date modified: _____

Short Term Goals:**Circle One****Date Reviewed**

- | | | |
|--------------------------|---------|-------|
| 1. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 2. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 3. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 4. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |

Comments/Documentation: _____

Curriculum Design

The curriculum for each adult education program and student is unique. However, there are some universal truths to curriculum design in adult education. Curriculum materials should be appropriate and relevant to:

- State and federal expectations regarding outcomes.
- Student goals and objectives.
- The many roles of the learner, including occupation, environment, family, and culture.

In designing curriculum, the following tasks should be included (*Planning Programs for Adult Learners*):

- Develop clear and understandable learning objectives for each instructional session.
- Select and sequence the content based on the participants' knowledge and experiences, the nature of the content itself, and instructor preference.
- Choose instructional techniques that match the focus of the proposed learning outcomes and that the instructor is comfortable using. (These might include lectures, case studies, role-playing, storytelling, games, and metaphor analysis.)
- Select and/or develop instructional materials that will enhance the learning effort.
- Choose an evaluation component for each instructional segment that enhances participant learning and assists in ascertaining whether the instruction actually produced the desired result.

A wide variety of instructional materials and aids can be used. Some of the most popular include models, flipcharts, compact discs, content outlines, and computer programs.

According to Dick and Carey (1990), there are seven selection guidelines for choosing instructional materials:

- Select materials that fit the maturity, interests, and abilities of the participants.
- Select materials that fit with a particular learning activity.
- Maintain a balance in the types of materials used.
- Avoid the overuse of materials.
- Select materials that complement rather than duplicate other learning resources available.
- Choose materials that fit what is being taught (for example, knowledge versus thinking skills).
- Select materials that are available now or can be designed in the needed time frame and can be delivered effectively in the environment where the learning activity is to be held.

Learner Exit/Year-End Information Guidelines

The Learner Exit/Year-End Information form (refer to sample form on page 110) is to be completed when the learner leaves the program or at the end of the program year. It includes information about student progress and goal achievement and must be kept in the student folder.

Progress Level at Exit/Year-End

Indicate the student's progress at the time he/she exits the program or at the end of the year.

Reason for Separation

If the student leaves the program before achieving the objectives, select one reason for separation.

Goals Achieved

Indicate which goals the student achieved.

Secondary Goals Achieved

Indicate which secondary goals the student achieved.

Learner Exit/Year-End Information

Student No: _____ Name: _____

Site: _____ Site #: _____ Exit program date: ____/____/____

Month Day Year

Progress Level at Exit/Year-End

- ☐ 1. Completed level (improved basic skills)
- ☐ 2. Completed level and advanced one or more levels (improved basic skills)
- ☐ 3. Separated from level before completing that level
- ☐ 4. Remaining within level

If left before achieving objectives, check only one separation reason

- ☐ 1. Illness/incapacity
- ☐ 2. Lack of dependent childcare resources
- ☐ 3. Lack of transportation resources
- ☐ 4. Family problems
- ☐ 5. Time and/or location of services not feasible
- ☐ 6. Lack of interest/instruction not helpful to participant
- ☐ 7. Moved
- ☐ 8. Entered employment
- ☐ 9. Other known reasons (specify) _____
- ☐ 10. Cannot locate or contact

Check Goals and Achievements

- ☐ 1. Entered employment
- ☐ 2. Retained employment (upgraded skills to keep or improve current job)
- ☐ 3. Obtained a high school or GED diploma (Date Received: _____)
- ☐ 4. Placed in post-secondary education or job training

Secondary Goals and Achievements

- ☐ 1. Achieved work-based project learning goal (only for work-based project learners)
- ☐ 2. Left public assistance
- ☐ 3. Achieved citizenship skills
- ☐ 4. Increased involvement in children's education
 - Help more frequently with school
 - Increased contact with children's teachers
 - More involved in children's activities
- ☐ 5. Increased involvement in children's literacy activities
 - Reading to children
 - Visiting library
 - Purchasing books or magazines
- ☐ 6. Voted or registered to vote
- ☐ 7. Increased involvement in community activities

Capturing, Documenting, and Reporting Achievements

One of the responsibilities of the adult education program is to capture and report learner achievements. This is needed to:

- Help plan the learner's program and assess the learner's progress.
- Provide the program director with the information needed to monitor the effectiveness of the adult education program.
- Provide documentation for future funding.

To do this, the instructor must first help the learner set appropriate goals. The instructor or designated staff personnel must then record the achievement of these goals. While the success a student has with some program goals can be tracked during the time that the student is attending the program, certain goals must be followed up by contacting the student after he/she has left the program. For example, the data for retained employment is collected by phone or local follow-up survey in the third quarter after the student exits. The Division of Adult Education requires that all programs maintain a log of these follow-up activities. **It is important to report all achievements using the appropriate documentation.**

Program tips for student follow-up

- Make follow-up a priority.
- Set aside a specific time of the day, week, or month to conduct it.
- Develop a structured system to facilitate follow-up with survey forms that can easily be applied by the staff who will conduct the activity.

Follow-up tips for completers

- Conduct telephone calls or send questionnaires asking about accomplishments that were a result of the adult education program. Document life after adult education. (*Refer to Telephone Survey form on page 113.*)
- Provide information about local vocational programs or colleges including financial assistance information, transportation, and assistance for those with disabilities.
- Hold a class reunion to allow graduates to network and to offer the program the opportunity to track achievements.

Capturing, Documenting, and Reporting Achievements *(continued)*

Follow-up activities for non-completers

- When a student has not attended class for two weeks, call to let the student know he/she is missed and invite him/her to return.
- Send postcards to non-completers indicating they are missed and inviting them to return.
- Call or send questionnaires to those who don't return to class, asking specific questions about why they stopped attending class and encouraging them to return. *(Refer to Telephone Survey form on page 113.)*

Remember: Follow-up activities begin at orientation! Tell students about follow-up and how and why it is conducted.

Telephone Survey

Student Name: _____

Date: _____

Teacher: _____

Did the adult education program you attended help you:

- ☐ Enter Employment?
- ☐ Retain Employment?
- ☐ Obtain a high school or GED diploma?
- ☐ Enroll in post-secondary education or a job training program?

Also, did attending the adult education program help you:

- ☐ Achieve a work-based project learning goal (applies only to those enrolled in work-based learning)?
- ☐ Leave, or reduce public assistance received, such as TANF or food stamps?
- ☐ Achieve citizenship skills?
- ☐ Increase involvement in dependent child/children's education?
Helping more with school, increased contact with teachers, or more involved with children's activities
- ☐ Increase involvement in dependent child/children's literacy activities?
Reading to children, visiting library, or purchasing books or magazines
- ☐ Vote or register to vote for the first time?
- ☐ Increase involvement in community activities?

Would you refer your family, friends, and/or co-workers to this class? _____

How could your experience with adult education have been better? _____

How can adult education better serve your community? _____

If you did not complete the class, why did you stop coming?

- | | |
|---|---|
| <input type="checkbox"/> Illness/incapacity | <input type="checkbox"/> Lack of interest/instruction not helpful |
| <input type="checkbox"/> Lack of childcare resources | <input type="checkbox"/> Moved |
| <input type="checkbox"/> Lack of transportation | <input type="checkbox"/> Entered employment |
| <input type="checkbox"/> Family problems | <input type="checkbox"/> Other reasons _____ |
| <input type="checkbox"/> Time and/or location of services | _____ |

Year-to-Date Achievement of Performance Measures

Performance Measures	Program Goals To Be Met	Achievement Year-To-Date
		Number / Percent
ABE Beginning Literacy		
ABE Beginning Basic Education		
ABE Intermediate Low		
ABE Intermediate High		
ASE Low (ASC & GED)		
ASE High (ASC & GED)		
ESL Beginning Literacy		
ESL Beginning Low		
ESL Beginning High		
ESL Intermediate Low		
ESL Intermediate High		
ESL Advanced		
Entered Unsubsidized Employment		
Retained Employment		
Obtained High School Diploma or GED		
Placed in Post-secondary Education or Training		

Secondary Outcome Measures	Achievement Year-To-Date
	Number / Percent
Achieved Work-Based Project Goal	
Left Public Assistance	
Achieved Citizenship Skills	
Voted or Registered to Vote	
Increased Involvement in Community Activities	
Increased Involvement in Children's Education	
Increased Involvement in Children's Literacy Activities	

Revised 07/01/06

Student Follow-Up (Gains/Achievements)

CORE MEASURES – Educational Gains

- Core Measure #1: Educational gains

Definition: Learner completes or advances one or more educational functioning levels from his/her starting level, which was based on TABE or CASAS pre-test scores at entry into the class or number of credits for ASC students.

Population: All learners

Collection: At entry, all learners are given either the Tests of Adult Basic Education (TABE) or Comprehensive Adult Student Assessment System (CASAS) test. The program does not need to assess the learner in all areas, but must assess in the areas in which instruction will be given. The lowest functioning level should be used when determining initial placement. For example, a student may come in at a 7th grade math level (High Intermediate), and a 9th grade reading and writing level (Low Adult Secondary Education). That student will be initially placed in the High Intermediate level, because that was his lowest functioning level, although instruction will take place at the appropriate level for each subject. To determine gain, the learner should be reassessed with the same assessment instrument, but different form, again after 30 to 50 instructional hours. For example, a pre-test may be given in TABE level D form 7; thus the post-test given would be TABE level D form 8. ***A learner must advance one or more levels in his lowest functioning level in order to be considered as having met this outcome.***

Educational Functioning Level	TABE Grade Level	TABE Scale Score	CASAS Score
ABE Beginning Literacy	0 – 1.9	367 or less	200 and below
ABE Beginning Basic Education	2 – 3.9	368 - 460	201 - 210
ABE Intermediate Low	4 – 5.9	461 - 517	211 - 220
ABE Intermediate High	6 – 8.9	518 - 566	221 - 235
ESL Beginning Literacy	0 – 0.9		180 and below
ESL Beginning Low	1 – ...		181 - 190
ESL Beginning High	... – 1.9		191 - 200
ESL Intermediate Low	2 – 3.9		201 - 210
ESL Intermediate High	4 – 5.9		211 - 220
ESL Advanced	6 – 8.9		221 - 235
ASE Low (ASC & GED)	9 – 10.9	567 - 595	236 - 245
ASE High (ASC & GED)	11 – 12.9	596 and above	246 and above

Note: Scores are based on reading test only.

Post-testing is essential to capturing outcomes in this performance measure. Once a student leaves class, there is no way to measure whether this goal has been achieved.

Revised: 07/01/06

Student Follow-Up *(continued)*

(Gains/Achievements)

CORE MEASURES – Follow-Up

- **Core Measure #2: Entered Employment**

Definition: Learner gets a job before the end of the first quarter after the program exit quarter.

Population: Learners who are not employed at the time of entry into the program and who have a main or secondary goal of obtaining employment.

Collection: *Employment* is defined as working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. *Exit quarter* is the quarter when the learner completes instruction or has not received instruction for 90 days and has no instruction scheduled. Note that this goal can be achieved while the student is attending class, but will not be counted as an outcome until the learner exits. At the time of achievement, the program staff would record the information and pass it along to the data entry personnel; or it may be achieved after the student leaves the program, in which case the information would be gathered by phone or follow-up survey. This outcome will only be counted after exit.

- **Core Measure #3: Retained Employment**

Definition: Learner remains employed in the third quarter after exit quarter.

Population: Learners who, at time of entry, are not employed and have a main or secondary goal of obtaining employment and who entered employment by the first quarter after exit quarter or learners who are employed at entry and have a primary or secondary goal of improved or retained employment

Collection: This data is collected by phone or local follow-up survey in the third quarter after the student exits.

- **Core Measure #4: Receipt of a Secondary School Diploma or GED**

Definition: Learner obtains a diploma by passing the GED tests or through adult secondary credit.

Population: All learners with a main or secondary goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent.

Collection: This data may be collected at the time of exit or after by instructional staff or by phone or local follow-up survey any time before the final program reports are due to the state on November 1. An exit date and the date of attainment are required for entry into the computerized record keeping system.

Student Follow-Up *(continued)* (Gains/Achievements)

CORE MEASURES – Follow-Up *(continued)*

- **Core Measure #5: Placement in Postsecondary Education or Training**

Definition: Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

Population: Learners with a goal of placement in postsecondary education/training.

Collection: Following exit from the program, information on enrollment into training or postsecondary educational program is obtained through local follow-up survey or information from other education/training agencies, such as job training programs, colleges, etc. This data may be collected after the student exits, any time during the program year, or before the final program report is due to the state on November 1.

Student Follow-Up *(continued)* (Gains/Achievements)

SECONDARY OUTCOME MEASURES

- **Completed a Work-Based Project**

Definition: Learner acquires the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration.

Population: Learners enrolled in a short-term course and designated at entry as work-based project learners.

Collection: The instruction must be designed to teach work-based skills and must specify the educational outcomes and standards for achievement. The final assessment of skill achievement must be a standardized test or a performance-based assessment with standardized scoring rubrics. The data would be gathered in class through this post-testing and then conveyed to data entry personnel.

- **Reduction in Receipt of Public Assistance**

Definition: Learner's Temporary Assistance to Needy Families (TANF) grant or food stamps are reduced or eliminated due to employment or increased income.

Population: Learners who are receiving TANF or food stamps at the time of enrollment.

Collection: Information on reduction or elimination of assistance is recorded by local instructional staff, local follow-up survey, or data matching with social services.

- **Achieved Citizenship Skills**

Definition: Learner attains the skills needed to pass the U.S. citizenship exam.

Population: All learners with a goal of obtaining citizenship skills

Collection: This data is assessed and recorded by program staff and conveyed to data entry personnel.

Student Follow-Up *(continued)* (Gains/Achievements)

SECONDARY OUTCOME MEASURES *(continued)*

- **Registered to Vote or Voted for the First Time**

Definition: Learner registers to vote or votes for the first time any time during the program year.

Population: All learners who are not registered to vote or who have never voted.

Collection: Local program survey or program staff may gather this data.

- **Increased Involvement in Community Activities**

Definition: Learner increases involvement in the following community activities: attending or organizing meetings of neighborhood, community, or political organizations; volunteering to work for such organizations; contributing to the support of such organizations; and volunteering to work on community improvement activities.

Population: All learners.

Collection: Local program survey.

- **Increased Involvement in Children's Education**

Definition: Learner increases involvement in the education of dependent children under his or her care, including:

Helping children more frequently with their school work

Increased contact with children's teachers to discuss children's education

More involvement in children's school, such as attending school activities, parent meetings, and volunteering to work on school projects

Population: All learners who have dependent children.

Collection: Local program survey and/or data gathered while student was enrolled.

Student Follow-Up *(continued)* (Gains/Achievements)

SECONDARY OUTCOME MEASURES *(continued)*

- **Increased Involvement in Children's Literacy Related Activities**

Definition: Learner increases involvement in the literacy related activities of dependent children under his or her care, including:

Reading to children

Increased contact with children's teachers to discuss children's education

Purchasing books or magazines for children

Population: All learners who have dependent children.

Collection: Information is recorded through local program survey or data gathered while the student was enrolled.

Impact of Achievements on Local Programs

All performance information is gathered from class reports and the follow-up survey, entered into a computerized record keeping system, and reported to the state in the annual performance report. The total number of learners who set an outcome measure as a goal is compared with the total number achieving the goal and the percentage of achievement is noted. **Note that only learners who set an outcome measure as a goal can achieve that goal.** For example, a learner may enter class and set only one goal – to improve basic skills (complete an educational functioning level). If that same student gets a job and registers to vote, the only achievement recorded for that student is whether he/she completed the educational functioning level. The other two do not count because they were not set as goals while the learner attended the program. In the same way, a learner who sets several goals and achieves only one (or none) affects the program report in a negative way by lowering the percentage of achievement. Thus it is very important that program staff understand how to assist students in setting achievable goals.

Each comprehensive adult education program in Indiana is required to set performance standards each year. For each core outcome measure, the program must predict the percentage of achievement by students who have set this measure as a goal. It is as important for instructional staff to be aware of their program's performance measures as it is for program administrators to be aware of individual class performance on the outcome measures. Each program will be awarded performance and incentive money in the fall of the year based upon the achievements reported on the annual performance report.

This is an excellent opportunity for programs to be rewarded for the good work that takes place with learners. However, goals must be set realistically with students, data must be conveyed to data entry personnel, and progress toward performance measure achievement must be communicated to staff on a regular basis.



Fort Wayne Community Schools - Adult Education
Program Coordinator: Dr. Bonnie Rogers

*In today's world, knowing the answer
may not be as powerful as knowing
where to find the answer.*

--from Little Lessons for Teachers

Discovering...Resources



Discovering...Resources

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Volunteers

Volunteers can be a great asset in the adult basic education classroom. They should be assigned specific tasks during every class session. If you do not have a need for volunteers in your classroom on a specific day, suggest they re-schedule rather than have them feel you do not need them.

Listed below are some suggestions for volunteer responsibilities.

- Greet students as they sign in.
- Help students get the appropriate instructional materials needed for class session.
- Familiarize new students to the class procedures.
- Assist students who arrive late to join the class with as little disturbance as possible.
- Answer student questions during independent study time.
- Work one-on-one with students.
- Copy materials.
- Aid instructor with record-keeping/filing.
- Teach small groups of students who are having trouble grasping a certain concept.
- Create bulletin boards or displays.
- Telephone students who are absent, encouraging them to return to class.

Note: Many of the above suggestions are teacher tasks.

It is recommended that volunteers not be assigned a specific student for an entire class session. Should the student be absent, the volunteer may feel he/she is not making a contribution. When the volunteer has several tasks he/she does on a regular basis, and/or works with more than one student, the volunteer feels valued.

From: *Judy Ricketts, Volunteer Coordinator*
Wayne Township Adult Basic Education

Professional Organizations

The American Association for Adult and Continuing Education (AAACE)

AAACE is a national organization dedicated to enhancing the field of adult education. The association has members from the areas of education, business and labor, military and government, and community-based organizations. The goal of AAACE is to provide leadership for the field of adult and continuing education. Further information can be found at www.aaace.org.

The Commission on Adult Basic Education (COABE)

COABE is a national organization for adult educators. It provides leadership and promotes adult literacy and basic education programs. COABE conducts professional development conferences and activities and disseminates publications and other material advocating adult literacy, competency, and adult basic education. Additional information can be found at www.coabe.org.

The Indiana Association for Adult and Continuing Education (IAACE)

IAACE is dedicated to promoting the education and training of adults throughout Indiana. The IAACE members are professionals from adult and continuing education programs, as well as business and industry, health and social welfare agencies, and other fields. IAACE members come together at an annual spring conference. The IAACE members receive a newsletter that keeps them informed about the latest issues in adult education. The website for IAACE is www.bsu.edu/xtranet/iaace.

Teachers of English to Speakers of Other Languages, Inc. (TESOL)

TESOL is an international organization whose goal is to foster the expertise of those involved in teaching English to speakers of other languages. Information on this organization can be found at www.tesol.org. **INTESOL** refers to Indiana Teachers of English to Speakers of Other Languages. The website for information on this state organization is www.intesol.org.

The National Association for Adults with Special Learning Needs (NAASLN)

NAASLN provides information, professional development, technical assistance, communication on issues, and advocacy initiatives on behalf of adults with all types of special learning needs. It is an association for educators, trainers, and employers. NAASLN's website is www.naasln.org.

An Internet Guide Adult, Career, and Vocational Education

Educational Resources Information Center (ERIC)

In January 2004, the Department of Education began implementing a reengineering plan for ERIC. The new ERIC mission continues the core function of providing a centralized bibliographic database of journal articles and other published and unpublished education materials. It enhances the database by adding free full text and electronic links to commercial sources and by making it easy to use and up to date.

Beginning in January 2004 and until the new ERIC model for acquiring education literature is developed later in 2004, no new materials will be received and accepted for the database. However, the ERIC database will continue to grow, as thousands of documents selected by the ERIC clearinghouses throughout 2003 will be added. When the new model is ready later in 2004, the new ERIC contractor will communicate with publishers, education organizations, and other database contributors to add publications and materials released from January 2004 forward.

ERIC clearinghouses, including AskERIC, closed at the end of December 2003. During the transition period, you may continue to access archived ERIC resources through the following websites:

ACCESS ERIC

<http://www.eric.ed.gov>

ERIC Project

c/o Computer Sciences Corporation

4483-A Forbes Blvd.

Lanham, MD 20706

(800) LET-ERIC (538-3742)

aceric@inet.ed.gov

Provides access to all ERIC system-related websites as well as those of the U.S. Department of Education.

The Educators Desk Reference

<http://www.eduref.org>

Information Institute of Syracuse

621 Skytop Road, Suite 160

Syracuse, NY 13244-5290

(315) 443-3640

iis@iis.syr.edu

The mission of the Information Institute of Syracuse is to demonstrate leadership and innovation in the development and delivery of exceptional information resources and services to the library and education communities.

JOURNALS

Focus on Basics

<http://www.ncsall.net/index.php?id=31>

Internet TESL Journal

<http://iteslj.org>

An Internet Guide *(continued)*

GOVERNMENT-RELATED SITES

National Center for Education Statistics

<http://nces.ed.gov/>

U.S. Department of Education

1990 K Street NW

Washington, DC 20006

(202) 502-7300

Reports statistical information related to the condition and progress of education in the United States.

U.S. Department of Education

Office of Vocational and Adult Education

<http://www.ed.gov/about/offices/list/ovae/index.html>

Mary E. Switzer Bldg.

400 Maryland Ave. SW

Washington, DC 20202

Features information about legislation and federal funding for Adult and Vocational Education, as well as press releases, fact sheets, and links to related sources. Search engine indexes all USDE-sponsored sites: <http://search.ed.gov/csi>.

ADULT EDUCATION

AEDNET

<http://web.bilkent.edu.tr/nova/education/aednet/html>

Members share their ideas and expertise on topics related to all aspects of Adult Education. The website also houses the archives for their listserv.

American Council on Education

<http://www.acenet.edu>

One Dupont Circle NW

Washington, DC 20036

(202) 939-9300

Includes information about ACE programs such as GED, credentials, leadership development, public affairs, and women and minorities in higher education.

There are many guides online in pdf format to walk teachers through the basics of teaching adult education.

Some examples are:

www.tcall.tamu.edu/toolkit/contents.htm

Adult Basic Education Teacher's Toolkit

adulthoodeducation.smartlibrary.info/newinterface/main.cfm

Smart Library on Adult Education

www.hudrivctr.org/documents/adadres.pdf

Adult Education Resource Guide and Learning Standards

www.nald.ca/province/nb/tesl/guide5.htm

A Resource Guide for Educators of English Second Language Learners

literacynet.org/nevada/ldmanual.pdf

Open the Gift of a Learning Difference

A Manual About Learning Disabilities for ABE Tutors

humanities.byu.edu/elc/teacher/teacherguidemain.html

Adult Education ESL Teacher Guide

An Internet Guide *(continued)*

LITERACY

National Center for Family Literacy

<http://www.famlit.org/>

325 W. Main St., Suite 300

Louisville, KY 40202-4237

ncfl@famlit.org

Includes a publications list, training opportunities, information on welfare reform, and links to related sites.

National Institute for Literacy

<http://www.nifl.gov>

1775 I Street NW

Suite 730

Washington, DC 20006-2401

Includes nationwide literacy information, programs and activities, links to state sites, policy updates and research papers, current events, listservs, literacy facts, and directories.

National Center on Adult Literacy Online

<http://www.literacyonline.org/> or

<http://ncal.literacy.upenn.edu/>

University of Pennsylvania

3910 Chestnut St.

Philadelphia, PA 19104-3111

(215) 898-2100

Contains information about the center, Issue Briefs, information on welfare reform, and an online newsletter.

Ohio Literacy Resource Center

<http://archon.educ.kent.edu/>

414 White Hall

Kent State University

Kent, OH 44242-0001

Includes links to Adult Literacy resources, a directory of Ohio Adult Literacy programs, a calendar of events, job opportunities, teacher resources, and a publications list.

PBS/LiteracyLink

<http://www.pbs.org/learn/literacy/>

Offers an integrated system of video and online computer technology to help adults advance their GED and workplace skills. LiteracyLink is a partnership of PBS, the National Center on Adult Literacy, the Kentucky Network, and the Kentucky Department of Education.

LEARNING DISABILITIES

Learning Disabilities

Adaptations/Accommodations Guide

<http://www.aelweb.vcu.edu/publications/LDGuide/>

Virginia Adult Learning Resource Center

1015 West Main Street

Richmond, VA 23284-2020

(800) 237-0178

A collection of materials with a *specific focus*: helping teachers, tutors, and program managers understand and creatively use appropriate adaptations and accommodations to help adults with learning disabilities (or the characteristics of learning disabilities) to meet their individual learning needs and achieve their real-life goals.

Bridges to Practice Materials

<http://www.nifl.gov/nifl/ld/bridges/materials/materials.html>

A collection of Bridges to Practice Materials.

LD Online

http://www.ldonline.org/ld_indepth/resource-guide.html

LD OnLine is a great resource for information on learning disabilities and the information shared on adults is invaluable. Click on the link and choose "Adult Issues."

National Institute for Literacy Special Collection

<http://ldlink.coe.utk.edu/>

This Learning Disabilities web site aims to provide a single point of access to information on LD issues.

An Internet Guide *(continued)*

DISTANCE EDUCATION

Distance Education and Training Council

<http://www.detc.org/>

1601 18th St. NW

Washington, DC 20009-2529

(202) 234-5100; detc@detc.org

Provides information about the accreditation of distance education programs, high school programs, degree programs, publications, and upcoming events.

Distance Education Clearinghouse

<http://www.uwex.edu/disted/home.html>

432 N. Lake St.

Madison, WI 53706

(608) 262-3786

Includes headlines, articles, bibliographies, resources, conferences, and funding and legislative information, as well as a variety of related links.

Project IDEAL

<http://projectideal.org>

Institute for Social Research

University of Michigan

P.O. Box 1248

Ann Arbor, MI 48106-1248

(734) 615-3628

Project IDEAL was created to explore the potential of distance education to meet the needs of adults for whom classroom options are either not available or not a good fit.

Resources in Distance Education

<http://www.irrodl.org/content>

Athabasca University

1 University Dr.

Athabasca, AB T9S 3A3, Canada

(800) 788-9041

Features information about designing distance education materials, theory and practice, distance education issues, associations, organizations, conferences and special events, and links to technology resources.

VOCATIONAL EDUCATION

American Vocational Association

www.acteonline.org

(800) 826-9972

avahq@avaonline.org

AVA's site includes information about the organization, membership information, legislative news, products, and conference information.

National Center for Research in Vocational Education

<http://vocserve.berkeley.edu>

2030 Addison St. #1674, Suite 500

Berkeley CA 94720-1674

(800) 762-4093

AskNCRVE@ncrve.Berkeley.edu

Contains information about NCRVE's mission, programs, publications, and services and links to related sites.

National Business Education Association

<http://www.nbea.org>

1914 Association Dr.

Reston, VA 20191

(703) 860-8300

nbea@nbea.org

Provides membership information, scholarship information, and information about policies and legislation related to business education.

Vocational Education Resources

<http://pegasus.cc.ucf.edu>

University of Central Florida

PO Box 160000

Orlando, FL 32816;

sorg@pegasus.cc.ucf.edu

Steven Sorg's website contains links to sites related to all aspects of Vocational Education.

An Internet Guide *(continued)*

TRAINING

American Society for Training and Development

<http://www.astd.org/>

1640 King St., Box 1443

Alexandria, VA 22313-2043

(703) 683-8100

ASTD's Virtual Community includes a marketplace, a library, conference information, a buyer's guide, the membership directory, as well as T&D Magazine and a book club.

The Learning Exchange

<http://www.learnativity.com>

marcia_conner@peoplesoft.com

Marcia Connor has developed an online source for information on learning, training, instructional technology, and other topics related to Adult Education and improving the way people learn and teach.

Employment and Training Administration

(USDOL)

<http://www.doleta.gov/>

Includes information for those looking for work, needing unemployment compensation information, or seeking the services of the national One-Stop Career Center System. It includes information for employers regarding labor market information and finding qualified employees.

LINCS – National Institute for Literacy

<http://www.nifl.gov/lincs/>

1775 I Street, NW – Suite 730

Washington, DC 20006

(800) 228-8813

National Institute for Literacy resource center. LINCS is your gateway to ABE, GED, ESL, and other literacy resources.

TRDEV-L

<http://train.ed.psu.edu>

This site contains the archives and digests of the TRDEV-L listserv, which is a listserv for training, development and work force education sponsored by Penn State University. It is considered by many to be the best training listserv on the Web.

LINCS – Indiana

<http://www.inlincs.org/>

The Adult Education Professional Development Project manages Indiana LINCS. This site provides a gateway to various literacy resources throughout Indiana.

JOB INFORMATION

Career Development and Job Search Resources on the Internet

<http://www.brynmawr.edu/CDO/netresources.html>

Identifies over 100 websites related to all aspects of the job search. It includes general career information sites as well as those limited to specific occupations.

Occupational Outlook Handbook

<http://stats.bls.gov/oco/>

Contains specific information about thousands of jobs as well as sections on sources of career information, employment projections, finding a job and evaluating an offer, and information about tomorrow's jobs.

America's Job Bank

<http://www.ajb.dni.us/>

Offers Information about employers, job seekers, the job market, and tips for the job search.

An Internet Guide *(continued)*

FINANCIAL AID AND SCHOOL DIRECTORIES

The College Board

<http://www.collegeboard.org/>

45 Columbus Ave.

New York, NY 10023

(212) 713-8000

Provides information about financial aid, the SAT (including online registration), adult services, international education, advanced placement, the College-Level Examination Program (CLEP), and guides to campuses.

Peterson's Guides

<http://www.petersons.com>

Princeton Pike Corporate Center

2000 Lenox Drive

P.O. Box 67005

Lawrenceville, NJ 08648

(609) 896-1800

Includes lists of schools, colleges, and universities as well as information about studying abroad, special schools, distance education, financing education, and applying to college.

College View

<http://collegeview.com>

Provides information about more than 3,700 colleges and universities, financial aid, career planning, and a handy college packing list.

Overview

<http://www.overview.com/colleges/>

Contains facts on more than 9,000 vocational schools, colleges, and universities.

NEW TEACHER

www.inlincs.org

Indiana's Adult Education Professional Development Project website includes "New Teacher" information, frequently asked questions, and a forum for posting questions and sharing experiences.

<http://www.aelweb.vcu.edu/pdfs/Instkit.pdf>

Virginia's new instructor's kit includes many ideas for new and experienced teachers.

http://www.firn.edu/doe/dwdframe/ad/ad_frame.htm

Florida's curriculum checklist includes standards for math, reading, ESL, GED, and other areas.

<http://www.tei.education.txstate.edu/newteacher/contents.htm>

Texas' new teacher tool kit contains several ideas and information on multilevel classrooms.

OTHER

[http://honolulu.hawaii.edu/intranet/committees/](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm)

[FacDevCom/guidebk/teachtip/teachtip.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm)

Teaching techniques and strategies are found all over the web, but this is one spot that has placed many of them at your fingertips.

[http://www.education-world.com/](http://www.education-world.com/a_tech/archives/techtorials.shtml)

[a_tech/archives/techtorials.shtml](http://www.education-world.com/a_tech/archives/techtorials.shtml)

Education World provides links to tutorials on a variety of technology subjects. These *Techtorials* are all free.

GED-ON-TV

GED Connection is a multimedia series designed for adults who want to study from home as they prepare to take the GED. There are 39 half-hour television programs that cover the material on the GED Tests. Three workbooks accompany the series.

Learners who have access to the Internet can get extra practice with corresponding online lessons.

To enroll, adults may call (877) 433-6688. The enrollment fee is \$45 and includes a pretest, three workbooks, the official GED calculator, a post-test, access to the toll-free GED-ON-TV help line, and a voucher to pay for the student's GED Test at any testing site in Indiana.

GED Connection is a production of PBS Television, Kentucky Educational Television, and Penn State University. The Indiana partners are Indiana Public Broadcasting Stations, Inc., the Indiana Department of Education, Division of Adult Education, Muncie Community Schools, and Muncie's Learn at Home Project.

GED-ON-TV/LEARN AT HOME PROJECT

Molly Robertson, Director
Muncie Area Career Center
2500 North Elgin Street
Muncie, IN 47303-2295

(765) 747-5353
(877) GEDONTV (433-6688)
FAX (765) 751-0669
gedontv@muncie.k12.in.us



*MSD of Warren Township - Adult Education
Program Director: Brenda Owen*

*A great pleasure in life is doing
what people say you cannot do.*

-- Walter Gagehot

Documenting...Blank Forms



Documenting...Blank Forms

Blank Forms

- Learner Registration Information Form 133
- Statement of Understanding Regarding Release of Information Form..... 135
- Simplified Release of Information Form 136
- Student Confidential Records Log..... 137
- Release of Strictly Confidential Information to Local Staff or Volunteers Form 138
- Release of Information to External Agencies or Individuals Form 139
- Sign-In and Sign-Out Form 140
- Student Progress and Achievement for ABE Placement and Test Scores Form 141
- Adult Learning Plan (ALP) Form 142
- Learner Exit / Year-End Information Form 144
- Telephone Survey Form..... 145
- Year-to-Date Achievement of Performance Measures Form 146

Learner Registration Information

FOR OFFICE USE: Student No: _____ State Identification No. (SID): _____

PLEASE PRINT – Information is confidential and will be used only for statistical purposes.
The Social Security Number is voluntary.

Date: ____/____/____
Month Day Year

First Name: _____ Last: _____ Maiden: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Emergency Phone: _____
Area Code Number Area Code Number

Birth Date: ____/____/____ Age: _____ Sex: ☐ Male ☐ Female
Month Day Year

(Optional) – Social Security Number: _____ - _____ - _____

FOR OFFICE USE ONLY: Location (code): _____ Application Date: _____

ENTRY LEVEL (circle one)

1 – ABE Beginning Literacy

8 – ASC High

15 – Work-Based Project Learner

2 – ABE Beginning Basic Education

9 – ESL Beginning Literacy

3 – ABE Intermediate Low

10 – ESL Beginning Low

PROGRAMS

4 – ABE Intermediate High

11 – ESL Beginning High

16 – Family Literacy Participant

5 – GED Low

12 – ESL Intermediate Low

17 – Workplace Literacy Participant

6 – GED High

13 – ESL Intermediate High

18 – Homeless Participant

7 – ASC Low

14 – ESL Advanced

19 – Work-Based Project Learner

FOR OFFICE USE ONLY:



Learner is an Eligible Graduate

Learner Registration Information *(continued)*

First Name: _____ Last Name: _____

RACE/ETHNICITY (check one)

- ☐ 1. American Indian/Alaskan Native
- ☐ 2. Asian
- ☐ 3. Native Hawaiian/Other Pacific Islander
- ☐ 4. Black/African American
- ☐ 5. Hispanic/Latino
- ☐ 6. White
- ☐ 7. Multiracial

CITIZENSHIP (check)

- ☐ 1. U.S. Citizen
- ☐ 2. Immigrant
- ☐ 3. Legalized Alien
- ☐ 4. Country, if not U.S. _____

EMPLOYMENT STATUS (check one)

- ☐ 1. Employed
- ☐ 2. Unemployed and looking for work
- ☐ 3. Not in the labor force

EDUCATIONAL STATUS (check)

- ☐ 1. High school diploma
- ☐ 2. Special education diploma
- ☐ 3. G.E.D certificate/diploma
- ☐ 4. Currently enrolled in high school (9-12)

LAST GRADE COMPLETED _____

(1 – 12; 13 = PAST HIGH SCHOOL)

LAST SCHOOL ATTENDED _____

HOW DID YOU HEAR ABOUT US? (check one)

- ☐ 1. Friend or relative
- ☐ 2. TV or radio
- ☐ 3. Newspaper
- ☐ 4. Brochure/flyer
- ☐ 5. Department of Workforce Development referral
- ☐ 6. Public assistance referral
- ☐ 7. Literacy program referral
- ☐ 8. Court referral
- ☐ 9. Other referral _____
- ☐ 10. Employer
- ☐ 11. Shelter
- ☐ 12. Other _____

CHECK ALL THAT APPLY

- ☐ 1. Impairments (physical, mental, or learning)
- ☐ 2. Enrolled in an employment/training program
- ☐ 3. Live in rural area (outside city)
- ☐ 4. Live in urban area (city)
- ☐ 5. Receive public assistance
 - ☐ A. TANF (Temporary Assistance to Needy Families)
 - ☐ B. Receive food stamps
 - ☐ C. Receive other public assistance
 - ☐ D. Receive old-age assistance
 - ☐ E. Receive aid to the blind or disabled
 - ☐ F. Receive refugee cash assistance
- ☐ 6. Achieved work-based project goal
- ☐ 7. Displaced homemaker
- ☐ 8. Single parent
- ☐ 9. Dislocated worker
- ☐ 10. Resident of institution (check one)
 - ☐ A. Correctional facility
 - ☐ B. Community correctional facility
 - ☐ C. Medical, group, or nursing home

REASON(S) OR GOAL(S) FOR ATTENDING

(must choose at least one)

- ☐ 1. Improve basic skills
- ☐ 2. Enter employment
- ☐ 3. Retain employment (upgrade skills to keep Improve current job)
- ☐ 4. Obtain a high school or GED diploma
- ☐ 5. Place in postsecondary education/job training
- ☐ 6. Achieve work-based project goal (only for work-based project learners)
- ☐ 7. Leave public assistance
- ☐ 8. Achieve citizenship skills
- ☐ 9. Increase involvement in children's education
- ☐ 10. Increase involvement in children's literacy activities
- ☐ 11. Vote or register to vote
- ☐ 12. Increase involvement in community activities

Statement of Understanding Regarding Release of Information Contained in Program Records

I understand that information on the learner registration information forms may be shared with the Indiana Department of Education or other adult education personnel for the purpose of compiling and reporting information as required by the Adult Education and Family Literacy Act.

I understand that after I have finished my program of study I may be contacted by telephone, regular mail, or e-mail about completion of my goals.

I understand that information regarding the completion of the following goals may be verified by another private or governmental agency:

- Getting or keeping a job
- Enrolling in a college, university, or other training program
- Passing the GED exam or getting a high school diploma

I authorize the program to release the following types of program record information:

- Directory information (name, address, telephone, social security number, etc.)
- Assessment scores
- Record of attendance
- Statistical information (gender, ethnicity, employment status, education, disability status, etc.)
- Educational goals and achievements

(Optional) Additional agencies to which this information may be released:

I understand that this release of information is valid for one year from the date of my signature.

Signature of Student

Date

Signature of Parent or Guardian (if necessary)

Date

Simplified Release of Information Form

Many ESL or English literacy students are not able to understand the learner registration information forms and the program may use a simplified application. These students may also need to use a simpler release form. The release below may be substituted.

Release of Information

I, _____, understand that a representative of the adult education program may call or write to me about my goals after I finish my class. I give permission to use information on this form to contact me. I give permission for other information (such as my social security number) to be used by adult education to make program reports. No information about me will be published. I understand that giving my social security number is voluntary. The social security number may be used to match information between private and state agencies. It will not be used to make decisions about me or any other person. If I do not give my social security number, I will not lose any rights or services as a student.

Signature

Date

Signature of Parent or Guardian (if required)

Date

Student Confidential Records Log			
Date	Student's Name	Signature of Persons Accessing Records	Reasons Records Were Accessed

Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers

I give my permission to release information contained in the document(s) indicated below:
Please date, initial, and check (✓) the appropriate items below.

Date Initials Check Item

- _____ _____ ☐ Tests of Adult Basic Education (TABE) scores
- _____ _____ ☐ Comprehensive Adult Student Assessment of System (CASAS) scores
- _____ _____ ☐ GED Official Practice Test scores
- _____ _____ ☐ GED scores
- _____ _____ ☐ Other: _____
- _____ _____ ☐ School records from: _____
- _____ _____ ☐ Other records from: _____

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information may be made available to several staff people, please list their names below. Then date, initial, and check (✓) the appropriate individuals. If different information is going to various individuals, make separate forms.

Date Initials Check Staff Member

_____ _____ ☐ _____

_____ _____ ☐ _____

_____ _____ ☐ _____

_____ _____ ☐ All of the Staff Members Listed above

_____ _____ ☐ Other Individual(s) _____

_____ _____ ☐ Volunteer Tutor _____

Date Initials Check Staff Member

_____ _____ ☐ _____

_____ _____ ☐ _____

_____ _____ ☐ _____

This release is valid from the date of my signature until June 30, _____, or until it is revoked in writing, whichever occurs first. This release has been read to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

Authorization for Release of Information to External Agencies or Individuals

I give my permission to release information contained in the document(s) indicated below:
Please date, initial, and check (✓) the appropriate items below.

Date Initials Check Item

- | | | |
|-------|-------|--|
| _____ | _____ | <input type="checkbox"/> Tests of Adult Basic Education (TABE) scores |
| _____ | _____ | <input type="checkbox"/> Comprehensive Adult Student Assessment of System (CASAS) scores |
| _____ | _____ | <input type="checkbox"/> GED Official Practice Test scores |
| _____ | _____ | <input type="checkbox"/> Attendance records |
| _____ | _____ | <input type="checkbox"/> Other: _____ |
| _____ | _____ | <input type="checkbox"/> School records from: _____ |
| _____ | _____ | <input type="checkbox"/> Other records from: _____ |

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information may be made available to several staff people, please list their names below. Then date, initial, and check (✓) the appropriate individuals. If different information is going to various individuals, make separate forms.

Date Initials Check Agency

- | | | |
|-------|-------|---|
| _____ | _____ | <input type="checkbox"/> Agency: _____ |
| _____ | _____ | <input type="checkbox"/> Other Individual(s): _____ |

This release is valid from the date of my signature until June 30, _____, or until it is revoked in writing, whichever occurs first. This release has been read to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

Student Progress and Achievement for ABE Placement and Test Scores

Student Number: _____ Name: _____

Site: _____ Site Number: _____

Entry Level (Circle One)

- | | | |
|-----------------------------------|----------------------------|-------------------------------------|
| 1 - ABE Beginning Literacy | 8 - ASC High | 15 - Work-Based Project Learner |
| 2 - ABE Beginning Basic Education | 9 - ESL Beginning Literacy | |
| 3 - ABE Intermediate Low | 10 - ESL Beginning Low | Programs |
| 4 - ABE Intermediate High | 11 - ESL Beginning High | 16 - Family Literacy Participant |
| 5 - GED Low | 12 - ESL Intermediate Low | 17 - Workplace Literacy Participant |
| 6 - GED High | 13 - ESL Intermediate High | 18 - Homeless Participant |
| 7 - ASC Low | 14 - ESL Advanced | 19 - Work-Based Project Learner |

☐ Check if excluded from standardized testing and provide reason: _____

Test Scores

	Date	Code	Type	Form	Series	Level	Subject	Appr/Loc Score	Raw Score	Scaled Score	Grade Equivalent
1.											
2.											
3.											
4.											

Code	Type	Form	Series	Level
1 – Pretest	C – CASAS	7,8	E	5A, 4A, 3A, 2A, A, B, C, D, E, M, 7, 8
1 – Posttest	T – TABE	9,10	L	
3 – Year End				

Subject	HM - High School Math	SM - Special Ed Math	LA - Language Arts
R - Reading	HR - High School Reading	SR - Special Ed Reading	CB - Complete Battery
L - Language Arts	HL - High School Language Arts	SL - Special Ed Language Arts	

Revised 07/01/06

Quarter Ending (Check one)
9/30 ___ 12/31 ___ 3/31 ___ 6/30 ___

ALP # _____

Adult Learning Plan

Name: _____ Date: _____

Reason for Participation: _____

Assessment Methods: _____

Strength/Interest: _____

Goal Areas (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Improve Basic Skills <ul style="list-style-type: none"><input type="checkbox"/> Reading<input type="checkbox"/> Math<input type="checkbox"/> Language | <input type="checkbox"/> U.S. Citizenship Skills | <input type="checkbox"/> Increased Involvement in Children's Education <ul style="list-style-type: none"><input type="checkbox"/> Help more frequently with school<input type="checkbox"/> Increased contact with children's teachers<input type="checkbox"/> More involvement in children's activities |
| <input type="checkbox"/> High School Course/Diploma | <input type="checkbox"/> Retain Employment or Advance in Job | |
| <input type="checkbox"/> GED Preparation | <input type="checkbox"/> Removal from Public Assistance | <input type="checkbox"/> Increased Involvement in Children's Literacy Activities <ul style="list-style-type: none"><input type="checkbox"/> Reading to children<input type="checkbox"/> Visiting library<input type="checkbox"/> Purchasing books or magazines |
| <input type="checkbox"/> Preparation for Post Secondary Education or Training | <input type="checkbox"/> Work-Based Project Goal | |
| <input type="checkbox"/> ESL Conversation, Survival | <input type="checkbox"/> Increased Involvement in Community Activities | |
| <input type="checkbox"/> ESL Reading, Writing | <input type="checkbox"/> Civics Information | <input type="checkbox"/> Other |

Additional Factors Affecting Learner's Progress: _____

LEARNER AGREEMENT

I have agreed that the above goal areas are those I choose to work on at this time. I understand that for the successful completion of these goal areas I will need to attend class or work with my tutor _____ hours per week, complete my assignments, ask for help when I need it, and make a genuine effort to learn. If changes need to be made in my learning plan, my instructor and I will make a new agreement.

Learner Signature: _____ Date: _____

INSTRUCTOR AGREEMENT

As the class instructor, I will do everything possible to help this learner achieve the above goals by providing appropriate instruction and by reviewing the learner's progress at regular intervals. I understand that if changes need to be made in the learning plan, the learner and I will make a new agreement.

Instructor Signature: _____ Date: _____

Follow-up: Additional Factors Affecting Learner's Progress:

Date: _____

Date: _____

Name: _____

Document Progress toward each goal

Circle: R (Reached goal), P (Progress made), N (No progress), M (Modified goal)

Enter date progress is being reviewed

Goal Area:

Date Set: _____

Date reached: _____

Date modified: _____

Short Term Goals:

Circle One

Date Reviewed

- | | | |
|--------------------------|---------|-------|
| 1. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 2. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 3. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 4. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |

Comments/Documentation: _____

Goal Area:

Date Set: _____

Date reached: _____

Date modified: _____

Short Term Goals:

Circle One

Date Reviewed

- | | | |
|--------------------------|---------|-------|
| 1. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 2. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 3. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 4. _____ | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |

Comments/Documentation: _____

Learner Exit/Year-End Information

Student No: _____ Name: _____

Site: _____ Site #: _____ Exit program date: ____/____/____

Month Day Year

Progress Level at Exit/Year End

- ☐ 1. Completed level (improved basic skills)
- ☐ 2. Completed level and advanced one or more levels (improved basic skills)
- ☐ 3. Separated from level before completing that level
- ☐ 4. Remaining within level

If left before achieving objectives, check only one separation reason:

- ☐ 1. Illness/incapacity
- ☐ 2. Lack of dependent childcare resources
- ☐ 3. Lack of transportation resources
- ☐ 4. Family problems
- ☐ 5. Time and/or location of services not feasible
- ☐ 6. Lack of interest/instruction not helpful to participant
- ☐ 7. Moved
- ☐ 8. Entered employment
- ☐ 9. Other known reasons (specify) _____
- ☐ 10. Cannot locate or contact

Check Goals and Achievements

- ☐ 1. Entered employment
- ☐ 2. Retained employment (upgraded skills to keep or improve current job)
- ☐ 3. Obtained a high school or GED diploma (Date Received: _____)
- ☐ 4. Placed in post-secondary education or job training

Secondary Goals and Achievements

- ☐ 1. Achieved work-based project learning goal (only for work-based project learners)
- ☐ 2. Left public assistance
- ☐ 3. Achieved citizenship skills
- ☐ 4. Increased involvement in children's education
 - Help more frequently with school
 - Increased contact with children's teachers
 - More involved in children's activities
- ☐ 5. Increased involvement in children's literacy activities
 - Reading to children
 - Visiting library
 - Purchasing books or magazines
- ☐ 6. Voted or registered to vote
- ☐ 7. Increased involvement in community activities

Telephone Survey

Student Name: _____

Date: _____

Teacher: _____

Did the adult education program you attended help you:

- ☐ Enter Employment?
- ☐ Retain Employment?
- ☐ Obtain a high school or GED diploma?
- ☐ Enroll in post-secondary education or a job training program?

Also, did attending the adult education program help you:

- ☐ Achieve a work-based project learning goal (applies only to those enrolled in work-based learning)?
- ☐ Leave, or reduce public assistance received, such as TANF or food stamps?
- ☐ Achieve citizenship skills?
- ☐ Increase involvement in dependent child/children's education?
Helping more with school, increased contact with teachers, or more involved with children's activities
- ☐ Increase involvement in dependent child/children's literacy activities?
Reading to children, visiting library, or purchasing books or magazines
- ☐ Vote or register to vote for the first time?
- ☐ Increase involvement in community activities?

Would you refer your family, friends, and/or co-workers to this class? _____

How could your experience with adult education have been better? _____

How can adult education better serve your community? _____

If you did not complete the class, why did you stop coming?

- | | |
|---|---|
| <input type="checkbox"/> Illness/incapacity | <input type="checkbox"/> Lack of interest/instruction not helpful |
| <input type="checkbox"/> Lack of childcare resources | <input type="checkbox"/> Moved |
| <input type="checkbox"/> Lack of transportation | <input type="checkbox"/> Entered employment |
| <input type="checkbox"/> Family problems | <input type="checkbox"/> Other reasons _____ |
| <input type="checkbox"/> Time and/or location of services | _____ |

Year-to-Date Achievement of Performance Measures

Performance Measures	Program Goals To Be Met	Achievement Year-To-Date
		Number / Percent
ABE Beginning Literacy		
ABE Beginning Basic Education		
ABE Intermediate Low		
ABE Intermediate High		
ASE Low (ASC & GED)		
ASE High (ASC & GED)		
ESL Beginning Literacy		
ESL Beginning Low		
ESL Beginning High		
ESL Intermediate Low		
ESL Intermediate High		
ESL Advanced		
Entered Unsubsidized Employment		
Retained Employment		
Obtained High School Diploma or GED		
Placed in Post-secondary Education or Training		

Secondary Outcome Measures	Achievement Year-To-Date
	Number / Percent
Achieved Work-Based Project Goal	
Left Public Assistance	
Achieved Citizenship Skills	
Voted or Registered to Vote	
Increased Involvement in Community Activities	
Increased Involvement in Children's Education	
Increased Involvement in Children's Literacy Activities	



North Spencer County School Corporation - Alternative Education Center
Program Director: Rob Moore

*The human mind, once stretched by
a new idea, never regains its
original dimensions.*

--Oliver Wendell Holmes

Supplementing...Appendix



Supplementing...Appendix

Acronyms 148

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Acronyms

ACRONYM	DESCRIPTION
AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education
ADA	Americans with Disabilities Act (federal legislation)
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ALP	Adult Learning Plan
ASC	Adult Secondary Credit
ASE	Adult Secondary Education (Includes ASC and GED programs.)
BEST	Basic English Skills Test
CAI	Computer Assisted Instruction
CASAS	Comprehensive Adult Student Assessment System
CBAE	Competency-Based Adult Education
CBO	Community-Based Organization
COABE	Commission on Adult Basic Education
DAEL	Division of Adult Education and Literacy
DHS	Department of Homeland Security
DOC	Department of Correction
DOE	Department of Education
DWD	Department of Workforce Development
EL	English Literacy
ERIC	Educational Resources Information Center
ESL	English as a Second Language
FY	Fiscal Year
GED	General Educational Development
GEDonline	General Educational Development – Online
GEDTS	General Educational Development Testing Service
IAACE	Indiana Association for Adult and Continuing Education
IALC	Indiana Adult Literacy Coalition
IDEA	Individuals with Disabilities Education Act (federal legislation)
IDEAL	See Project IDEAL
IEP	Individualized Education Plan
ILR	Individual Learner Record

Acronyms *(continued)*

ACRONYM	DESCRIPTION
INTESOL	Indiana Teachers of English to Speakers of Other Languages
IRA	International Reading Association
i-STAR	Indiana-State Time and Administrative Reporting System
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LINCS	Literacy Information and Communication System
LLA	Merged With LVA to Create ProLiteracy Worldwide
LRI	Learner Registration Information
LVA	Merged With LLA to Create ProLiteracy Worldwide
NAASLN	National Association for Adults with Special Learning Needs
NALS	National Adult Literacy Survey
NCAL	National Center for Adult Literacy
NCFL	National Center for Family Literacy
NCSALL	National Center for the Study of Adult Learning and Literacy
NIFL	National Institute for Literacy
NRS	National Reporting System
OCE	Office of Correctional Education
OVAE	Office of Vocational and Adult Education
PDF	Professional Development Facilitator
Project IDEAL	Improving Distance Education for Adult Learners
RFP	Request For Proposal
SCANS	Secretary's Commission on Achieving Necessary Skills
SID	Student Identification
TABE	Tests of Adult Basic Education
TANF	Temporary Assistance for Needy Families (public assistance)
TESOL	Teachers of English to Speakers of Other Languages
USCIS	United States Citizenship and Immigration Services
USDOE	United States Department of Education
WIA	Workforce Investment Act of 1998 (federal legislation)
WIB	Workforce Investment Board
WISC	Wechsler Intelligence Scale for Children

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*Warsaw Community Schools - Adult Education
Program Director: Tony England*

*Unless you try to do something
beyond what you have already
mastered, you will never grow!*

--Unknown

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Searching... Index

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Handbook for Teachers of Adult Education

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OF EDUCATION



People will forget how fast you did a job...
But they always remember how well you did it!

Howard W. Newton

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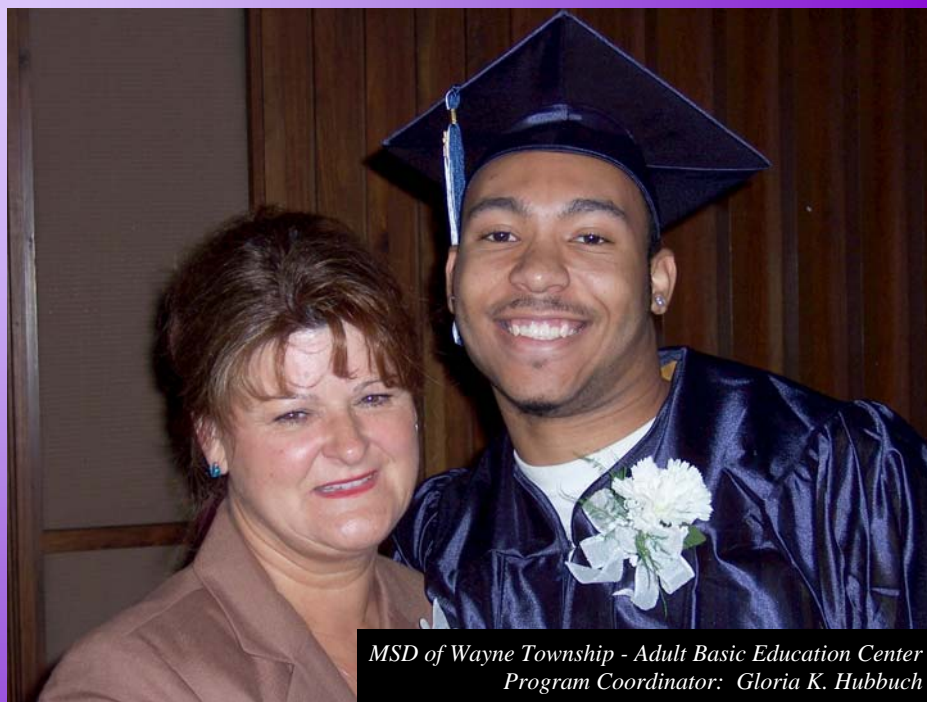
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(Under Title II, Section 223 of the
Federal Adult Education and
Family Literacy Act, P.L. 105-220)



INDIANA

Indiana Department of Education / Division of Adult Education



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Handbook for Teachers of Adult Education

Second Edition: July 2006; Revised July 2007

Policy Notification Statement

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No one can be the best at everything

But when all of us combine our talent

We can be the best at virtually anything!

-- Don Ward

Revised: July 2007

Preface

This teacher handbook has been developed to provide the user with an understanding of adult education in Indiana. This resource is for administrators, educators, and paraprofessionals. It is a definitive reference on Indiana's programming, knowing and working with adult learners, and understanding the challenges that face adult education providers. A wealth of topics is explored and resources are presented. This book reflects the policies of the United States Department of Education (USDOE) and Indiana Department of Education (IDOE), Division of Adult Education. Additionally, input from the field adds to its practicality, usability, and applicability.

This indispensable resource is dedicated to promoting the professional growth and development of adult education practitioners, fostering experiential learning and outcomes for students, and guiding multiple perspectives into consistent quality, practice, and service. Its purpose is to provide techniques, strategies, and guidelines in a clear, concise format that allows for the adaptation of personal style when meeting the needs of learners.

This handbook is not designed to be comprehensive – rather, it is designed to be an overview of federal and state expectations that allow for local application and flexibility. It should be used in tandem with local policies and procedures. It is anticipated that local program administrators, professional development facilitators, and colleagues will provide the clarification, coaching, and collaboration needed to put the concepts outlined into viable practice.

The reader's success will be in direct proportion to the reader's commitment. It is suggested that this handbook be read actively and that the concepts and ideas be practiced as they are introduced. Sample forms can be completed and discussed with a colleague. Dialogue will facilitate knowledge acquisition and application.

When it comes to your product or project,

People will take quality as seriously as you do...

No more so!

-- *Phillip B. Crosby*

Revised: July 2007

Indiana Handbook For Teachers of Adult Education

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For ease of navigation, this handbook has a layered table of contents. The table of contents listed above contains only chapter titles. The number in parenthesis to the left refers to the index tab number for each chapter. The number to the right refers to the page number for the chapter level table of contents.

To locate specific information in the handbook, refer to the index located on page 154.

Revised: July 2007

Teacher Checklist

This checklist is designed to validate training. Review it to confirm current status. Check back periodically to monitor progress.

Site Information

- ☐ I have been given information about keys and security.
- ☐ I know if I have an aide or volunteers.
- ☐ I know if there are other teachers who will be on site when I am.
- ☐ I will have the following equipment and material available:
 - ☐ Computer(s) ☐ Bookshelves ☐ Assessment instruments
 - ☐ Overhead projector ☐ Copier ☐ Curriculum/books
 - ☐ Printer(s) ☐ File cabinet
 - ☐ TV/VCR
- ☐ I understand who is responsible for custodial duties.
- ☐ I know whom to contact in case of an emergency:
 - ☐ Custodial ☐ Security ☐ Other
- ☐ I know the emergency procedures for:
 - ☐ Fire ☐ Tornado ☐ Other
- ☐ I know the existing school corporation policies for:
 - ☐ Behavior in this building ☐ Smoking ☐ Other
- ☐ I know how many students usually attend my class.
- ☐ I know how to request more forms or materials.
- ☐ I know where to find registration and assessment materials.
- ☐ I have been given a daily and yearly class schedule.
- ☐ I have observed an experienced teacher in a class similar to mine.
- ☐ I have been given time to review curriculum materials.

Revised: July 2007

Teacher Checklist *(continued)*

Follow-up and Reporting

- ☐ I know what data I must report.
- ☐ I know the dates my reports are due.
- ☐ I know to whom I must submit my reports.
- ☐ I understand my responsibilities in the follow-up of student achievements.

Professional Development

- ☐ I have a list of program personnel and know whom to contact for:
 - ☐ Discipline questions
 - ☐ Security questions
 - ☐ Technology questions
 - ☐ Other _____
- ☐ I have been assigned a mentor teacher.
- ☐ I know the name and contact information for my local program's Professional Development Facilitator (PDF).
- ☐ I know the name and contact information for my regional Professional Development Consultant.
- ☐ My name and contact information has been sent to my regional Professional Development Consultant.
- ☐ I know how to access professional development in my program and region.

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Group #4

- ☐ 1. I write down things that I need to remember.
- ☐ 2. I make fewer mistakes when I write than when I speak.
- ☐ 3. I like it when someone who is explaining something to me uses a chalkboard or a piece of paper to write down the main points so that I can copy what they write.
- ☐ 4. I keep my schedule by writing down the things to do. I would be lost without my planner.
- ☐ 5. After I take notes, I rewrite my notes in order to better understand something.
- ☐ 6. When I read, I often take notes in order to better understand the ideas I've read.

_____ **Total number of check marks in Group #4.**

Group #5

- ☐ 1. I would rather read a report myself than be told what is in it.
- ☐ 2. I like to read in my free time.
- ☐ 3. I usually remember information that I read better than information that I hear.
- ☐ 4. I would rather read the newspaper than watch the news on TV.
- ☐ 5. I can learn how to put something together by reading the instructions.
- ☐ 6. I like it when teachers write on the board so that I can read what they write.

_____ **Total number of check marks in Group #5**

Group #6

- ☐ 1. When I have a problem to figure out, I often talk to myself.
- ☐ 2. People have wondered why I talk to myself.
- ☐ 3. I remember things better when I say them out loud. For example, if I have to learn a new phone number I repeat it again and again to myself.
- ☐ 4. I communicate better by speaking than by writing.
- ☐ 5. I enjoy talking on the telephone.
- ☐ 6. I learn best when I study with other people and we discuss new ideas or concepts.

_____ **Total number of check marks in Group #6**

Revised: July 2007

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Revised: July 2007

Assessment

Standardized Testing

The standardized testing instruments that are used in the adult education classroom are:

- Tests of Adult Basic Education (TABE)
- Comprehensive Adult Student Assessment System (CASAS)

TABE and CASAS

These instruments give the instructor information that serves several purposes:

- The student is "leveled" using the initial test results and the guidelines issued by the Division of Adult Education.
- The student's strengths and weaknesses are identified from the resulting diagnostic information.
- The instructor uses the test profiles along with other information provided by the student to develop an Adult Learning Plan (ALP).
- Initial test results serve as a baseline for determining the student's progress in the program and are noted on the Student Progress and Achievement for ABE Placement and Test Scores form and the Learner Exit/Year-End Information form that must be completed for each student when the student leaves the program or at the end of the program year.

The student is post-tested, using another form of the initial testing instrument after 30-50 classroom hours and then periodically when the instructor feels that testing would be beneficial, in order to determine outcomes.

The Standardized Testing for Adult Basic Education Programs Policy outlines the testing guidelines in more detail. *(Refer to page 29.)*

Note: Standardized testing materials must be kept in a secure location!

Revised: July 2007

Policy

Standardized Testing For Adult Basic Education Programs

All adult basic education programs are required to assess all learners with one of two approved standardized tests: the Comprehensive Adult Student Assessment System (CASAS) or the Tests of Adult Basic Education (TABE). If the program chooses to use TABE, versions 7, 8, 9, and 10 will be the only allowable versions. No other forms of assessment are to be used for the purpose of pre- and posttesting to report educational gains.

The full battery of assessment is preferred. However, when a student who

(a) has been assessed and referred by another agency using a Division of Adult Education approved assessment, or

(b) is interested in only one area of improvement,

a subject specific test may be given. The appraisal or locator cannot be used without using the actual test. Programs using *only* the appraisal or locator are not in compliance with the Indiana Adult Education Assessment Policy.

This policy applies to all adult basic education programs, including English as a Second Language (ESL) and English Literacy/Civics. The comprehensive adult education programs and their subcontractors are required to use CASAS with ESL/Civics learners.

Tests should be administered according to the publishers' established procedures as outlined in the examiners' manual, including time limits.

Students who are functioning at low levels and cannot be assessed may be waived from this policy.

Each student is to be pretested prior to enrollment (within the first 12 hours of instruction). Posttesting should occur between 30 and 50 hours of instruction, at the discretion of the instructor. There are no set posttesting dates. A different form of the same test must be used for the posttest.

Placement in an educational functioning level will be done using the current guidelines of the USDOE, Division of Adult Education and Literacy.

Adult education programs in the workplace are exempt from this assessment policy.

Effective: January 1, 2003

Revised: July 2007

Goal Setting Procedure

In the adult basic education class, the student is initially assessed using the Tests of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS). The results from these instruments along with the results of informal assessments help the instructor guide the student to setting goals that are achievable during the program year. These student goals are then recorded on the student's Adult Learning Plan (ALP), which should be reviewed quarterly by the instructor and learner. As the student progresses, only goals that are recorded on the ALP and subsequently achieved by the student are counted as the successful performance measures for the program. For example, if a student gets a job but did not indicate that this was a goal on the ALP, or does not exit the program, achieving that goal cannot be counted as a positive performance.

The conscientious setting of achievable goals for the student during the program year and the monitoring and resetting of these goals is very important, not only to the student's progress, but to the success of the program as well.

Explanatory answers to frequently asked questions (FAQs) about goal setting appear on pages 37 and 38. This information should be used as a guide to help staff and students understand the goal-setting process.

The NRS Tips for setting goals can be summarized as follows:

- The four NRS core outcome measures are: obtain a secondary credential, entered postsecondary education or training, entered employment, and retained employment.
- Students are not required to set any or all of these goals. Programs should work with students to set goals that are appropriate to students' needs and circumstances. However, if students set any of the NRS goals, NRS reporting of them is required.
- Students can set goals other than the core outcome measures as long as they are appropriate to students' needs and circumstances. Only the core outcome measures, however, are part of NRS accountability.
- Students should set goals that are specific, measurable, attainable, reasonable, and time limited.
- Students should consider breaking goals into short- and long-term goals when it seems unlikely that students will achieve general goals during a single program year. They should also set and extend long-term goals beyond a program year when appropriate.

(This material is taken from "NRS Tips – Goal Setting" available at <http://www.nrsweb.org/pubs/documents/NRSTips-GoalSetting.pdf>)

Revised: July 2007

Goal Setting

Frequently Asked Questions (FAQs)

How do learner goals and NRS goals connect?

An effective goal-setting process that focuses on instruction and learning is central to good educational practice. Setting goals allows adult education students to specify what they want to accomplish and provides a benchmark for both individual and program performance.

Goal setting is an interactive process that involves learners in...

- Identifying and recording their goals
- Determining whether the goals are attainable and measurable
- Creating a timeline for achieving them based on an appropriate instructional plan and relevant learning activities
- Establishing a means for periodic review and revision of their goals

How do programs and students set goals collaboratively?

Students often do not know their goals when asked about them, or respond with very broad or unrealistic goals. Programs need to work collaboratively with students to help them develop goals that guide learning and participation. Collaborative goal setting allows program staff members to contribute knowledge of what the program has to offer and to share experiences working with other students in similar situations. Students share their needs and aspirations--the sources of their goals.

Learners are highly motivated to achieve their goals when...

- The goals represent the learners' values
- The learners are involved in setting their goals
- The learners can recognize progress toward goals
- The learners' progress is recognized and praised

How are effective goals set?

The NRS has few specific guidelines or requirements for goal setting and lets states and local programs determine the procedures that best serve their individual situations. Although generalizing and defining effective procedures can be hard, programs should have clear, documented procedures for assisting students in setting goals. During intake, students should meet with teachers or an intake counselor to identify and set goals. *The best goals have five basic characteristics...*

- **Specific** goals let students know what they are striving for and give them a clear target at which to aim.
- **Measurable** goals let students know when they have achieved their goals.
- **Attainable** goals are those within a student's reach.
- **Reasonable** goals strike a balance between pushing students to their limits and not frustrating them.
- **Time-limited** goals establish due dates that push students to complete a goal. A timeline should include periodic checks on progress.

(This material is taken from "NRS Tips – Goal Setting" available at <http://www.nrsweb.org/pubs/documents/NRSTips-GoalSetting.pdf>)

Revised: July 2007

Goal Setting

Frequently Asked Questions (FAQs) *(continued)*

How are effective goals set? *(continued)*

Breaking down a general goal into its components parts helps ensure that it meets the aforementioned criteria. For instance, if a student expresses the desire to get a GED Certificate, it is important to break that goal into the discrete steps necessary to pass the GED test. These steps might involve a student taking a class to improve skills, and then taking a pre-GED class, and subsequently completing a practice GED test. Each of the steps then becomes its own goal.

After you break general goals into specific goals, you should establish a reasonable timeframe for achieving the goals--determining which are short-term and which are long-term. This approach motivates students and program staff to focus on achieving the short-term goals while enrolled in the program, yet does not discount a student's long-term goals. Work with the student to set a path that is realistic.

Finally, it is important to realize that goals often need to be revised. As time passes and circumstances change, a goal that was once realistic may no longer be achievable or relevant. Students also change their minds as they learn. On the other hand, if goals are revised too frequently or with little reason, they do not work as motivational tools or guideposts to measure progress.

How can programs relate learner goals to NRS goals?

Listed below are four NRS core outcome measures, in addition to educational gain...

- Entered employment
- Retained employment
- Entered postsecondary education or training
- Obtain a secondary school diploma or GED

The NRS does not require students to use any of these specific goals, and students should set their own goals according to needs and abilities. However, once NRS goals are set, programs are held accountable for determining whether students attain the goals they choose. These goals are known as "follow-up measures" in the NRS because programs must find and follow up with students to see whether or not the students attained their goals. The timeframe for accomplishing these goals is particularly important to consider, because programs must determine whether or not students complete the follow-up measures within the NRS reporting period.

There is often a temptation to avoid setting NRS goals because programs may not want to collect the follow-up measures and then be held accountable. However, accountability works both ways: programs cannot receive credit or claim success for helping students achieve a goal that has not been set. Programs need to establish a careful balance between helping students set realistic goals for accountability and helping students set goals that serve their needs and provide a realistic picture of program performance.

(This material is taken from "NRS Tips – Goal Setting" available at <http://www.nrsweb.org/pubs/documents/NRSTips-GoalSetting.pdf>)

Revised: July 2007

Administering the State Program

The Indiana Department of Education (IDOE) assigns the responsibility of administering adult education services to a separate division of the IDOE. This division is called the Division of Adult Education and is housed at 151 West Ohio Street, Indianapolis, Indiana.

State Staff:

<i>Director:</i>	Linda Warner
<i>Assistant Director:</i>	Dr. Jerry Haffner
<i>Program Consultants:</i>	Cindy Sibert Nancy Olsen Jerry Haffner
<i>GED Administrator:</i>	Nancy Waite
<i>Family Literacy Contact:</i>	Linda Warner

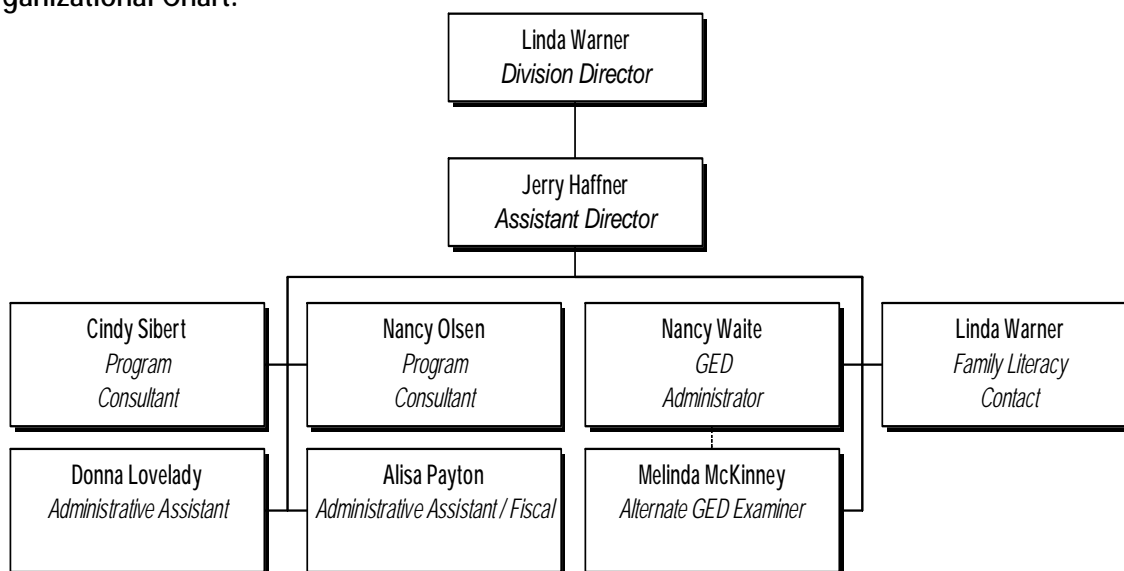
Mailing Address:

Indiana Department of Education
Division of Adult Education
State House, Room 229
Indianapolis, IN 46204-2798

Internet Address:

<http://www.doe.state.in.us/adulted/welcome.html>

Organizational Chart:



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Funding

The Division of Adult Education, Indiana Department of Education, administers state and federal funds for adult education programs. State monies are used largely to reimburse teachers' salaries while other program expenses may be covered by federal adult education funds. Agencies wishing to become a comprehensive provider may apply for federal money through a multi-year basic grant proposal. Opportunities to apply for supplemental federal funding may also be available.

The Division of Adult Education awards dollars to providers through the Adult Education and Family Literacy Act (P.L. 105-220), Title II of the Workforce Investment Act of 1998. Awards are made competitively to programs that offer adult education services or instruction below the post-secondary level to individuals who are at least 16 years of age, out of school, and lack sufficient mastery of basic educational skills to function effectively in society. In Indiana, grants are made, in part, to 42 programs, called comprehensive programs, representing areas that approximate vocational districts as outlined in the 2000-2004 Indiana State Plan for Adult Education and Family Literacy. The Indiana Department of Correction is also an award recipient. Comprehensive programs are expected to offer a full range of adult education services. Instruction includes adult basic and secondary education, including literacy, English as a Second Language (ESL), GED preparation, secondary credit completion, and academic upgrading.

Once a program is established, it also receives funding for achievements based on goals that were established with learners. Some of the money to pay for these programs is generated by the instructor's reporting of what happens in the classroom. Therefore, recruiting and retaining students, setting appropriate goals for the learner, and reporting student progress all become important pieces in the job of the adult educator. (*Refer to "The Paperwork Puzzle" on page 53.*) Other funding opportunities for Even Start Family Literacy, outreach programs, and English Literacy/Civics are available.

Revised: July 2007

Adult Education Funding Sources

Funding for adult education comes from several sources. The following chart provides an overview of the primary funding sources.

Source of Funds	Federal	State	Local Maintenance of Effort
Authorized By	Adult Education and Family Literacy Act, Title II Workforce Investment Act	state legislature	local fiscal agent – must be at least 20% of federal funds received
Utilized For	administration salaries equipment materials travel recruitment operation and maintenance	certified salaries administration and support costs (maximum of 15%)	administration salaries equipment materials travel recruitment operation and maintenance
Accountability	National Reporting System – report percentage of students achieving goals	program average of 10 enrolled students in each unit of instruction (40-80 hours for ABE, 60-75 hours for ASC)	report of benefits to community

Revised: July 2007

National Reporting System (NRS)

The National Reporting System (NRS) for adult education is an outcome-based reporting system for the state-administered, federally and/or state funded adult education programs. Developed with the support of the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process by state adult education directors and DAEL to identify appropriate learner outcomes for adult education. The U.S. Department of Education uses information from the NRS to meet accountability requirements and to justify federal investment in adult education programs.

The goals of the NRS are to establish a national accountability system for adult education programs by identifying measures for national reporting and their definitions, establishing methods for data collection, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures. The NRS established the accountability system for the adult education program required by the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

The NRS will improve the public accountability of the adult education program by documenting its ability to meet federal policy and programmatic goals. The collection of state outcome data will enable states to correlate effective practices and programs with successful outcomes and will also assist states in assessing progress in meeting their adult education goals. For local providers, the NRS will help instructors and administrators plan instructional activities and services to enhance student outcomes and to correlate effective practices and programs with successful outcomes. The NRS specifies the reporting requirements of the adult education program and was developed with the assistance of adult educators.

The information collected through the NRS assists in assessing program effectiveness to help improve adult education programs. Using a common set of outcome measures and a uniform data collection system, the states measure and document learner outcomes resulting from adult education instruction through the NRS.

Local programs collect and aggregate data from students at each instructional site, using an individual learner record system. Data are submitted to the state for statewide aggregation and submission to DAEL. DAEL combines state data into a national database describing outcomes of adult education.

To meet NRS requirements, each local comprehensive adult education program must use an automated individual learner record system to enter NRS data. The software of this system must have a relational database structure, whereby information on individual students can be related to other variables in the database and data can be aggregated and analyzed for specific subgroups. The software must also be capable of aggregating data to produce the required federal reporting tables or the data must be able to be imported into other software that will produce the federal tables.

The state of Indiana is currently using a customized software program. This program helps produce both the required state and federal tables. *(Additional information may be found at <http://www.nrsweb.org>.)*

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Professional Development Project *(continued)*

Northern Indiana Educational Services Center

Ms. Lynne Ames <i>Professional Development Consultant</i> lynne@niesc.k12.in.us	56535 Magnetic Drive Mishawaka, IN 46545 (574) 254-0814 (888) 267-0119 (Toll Free) (574) 254-0148 (FAX)
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Central Indiana Educational Service Center

Ms. Denise Cox <i>Professional Development Consultant</i> dcox@ciesc.k12.in.us	6321 LaPas Trail Indianapolis, IN 46268 (317) 387-7100
Ms. Marcia Palmer <i>Administrative Assistant</i> mpalmer@ciesc.k12.in.us	(800) 532-8339 (Toll Free) (317) 328-7298 (FAX)

Workforce Education Project

Ms. Timmie K. Westfall <i>Project Coordinator</i> adulted@psci.net	P.O. Box 99 Santa Claus, IN 47579-0099 (812) 937-9979
Ms. Carol Hoffman <i>Administrative Assistant</i> adultedcarol@psci.net	(888) 481-9990 (Toll Free) (812) 937-9882 (FAX)
Ms. C. J. Rasche <i>Administrative Assistant</i> adultedcj@psci.net	

Additional Resources

Mr. Dan Wann <i>Two Leaves Consulting, LLC</i> dlwann@comcast.net	(317) 845-9739 (317) 514-0048 (Cell)
Ms. Barbara Hofmeyer <i>Coaching Consultant</i> bhofmeyer@niesc.k12.in.us	(260) 927-8720

Revised: July 2007

State Rules and Regulations

Teacher Certification

All adult education programs that use state and/or federal dollars from the Division of Adult Education to support a class, in whole or part, must employ instructors who hold valid Indiana teaching certificates in elementary or secondary education.

Eligible Learner

An “eligible adult” for reimbursement purposes is an Indiana resident who:

- Is at least 16 years of age.
- Has officially withdrawn from a K-12 program.
- Does not have a high school diploma.
- Is a high school graduate (or equivalent) and is determined to need basic skill development in English, language arts, or mathematics at or below the high school level (“eligible graduate”).

A school corporation may allow an individual who is enrolled in a K-12 program and who is at least 16 years of age to participate in adult education but may not count the learner for reimbursement purposes.

An individual who is a high school graduate and who does not fit under the definition of “eligible learner” may participate in adult education but may not be counted for reimbursement.

Unless court ordered (and at the discretion of the local program), no one under the age of 16 can participate (even if that individual is not included in the count for state reimbursement) when adult education dollars (state and/or federal) are used to support a class or program.

Registered Learner

Registered learners are those who have participated in at least two program sessions. This can be for a class or an orientation session.

Enrolled Learner

In an Adult Basic Education (ABE) program, a learner is considered enrolled after 12 hours of attendance.

In the Adult Secondary Credit (ASC) program, a learner is considered enrolled after 6 hours of attendance.

Revised: July 2007

Core and Secondary Outcome Measures

Federal adult education funds are authorized by the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act. Under this act a set of performance measures was developed as standards for quality in adult education. There are five Core Measures and seven Secondary Measures. Each federally funded adult education program sets goals for the core measures and is rewarded for reaching those goals by receiving performance and incentive funding. Performance funding is also awarded for secondary measures. Core and Secondary Outcome Measures offer a guide to what constitutes a quality program. They dictate what is considered to be important and reflect the goals of the Division of Adult Education.

Core Outcome Measures

Measures	Description
Educational Gains	A learner who completes or advances one or more educational levels from his/her starting level (as measured by pre-tests and post-tests) achieves this goal. This goal is automatically set for each learner. It is marked as "Improve Basic Skills" on the Registration and Adult Learning Plan (ALP) forms.
Employment Entry	A learner who is unemployed at the time of entry into the program may set this as a goal. The learner obtaining a job before the end of the first quarter after exiting the program achieves this goal.
Employment Retention	A learner who either enters unemployed and then gets a job or has a job when entering the program can set this as a goal. This goal is achieved if it is determined (through phone follow-up) that the learner remained employed for three quarters after exiting the program.
Receipt of a Secondary School Diploma or GED	A learner achieves this goal by obtaining a secondary diploma, either by passing the GED Test or by satisfying adult secondary credit requirements, and exiting the program.
Placement in Post-Secondary Education or Training	A learner achieves this goal by enrolling in a postsecondary educational or occupational skills training program after exiting.

Revised: July 2007

Core and Secondary Outcome Measures *(continued)*

Secondary Outcome Measures

Measures	Description
Completion of a Work-Based Project	A learner who completes a short-term course, which is 12 to 30 hours in length and designed to teach specific work-based skills, achieves this goal.
Reduction in the Receipt of Public Assistance	A learner who sets this as a goal and reduces or eliminates his/her need for TANF or Food Stamp assistance achieves this goal.
Achievement of Citizenship Skills	A learner achieves this goal if he/she is not a U.S. citizen, gains the skills necessary, and/or successfully passes the U.S. Citizenship exam.
Register to Vote or Vote for the First Time	A learner achieves this goal when he/she registers to vote or votes for the first time.
Increase Involvement in Community Activities	A learner achieves this goal by attending or organizing meetings of neighborhood, community, or political organizations; volunteering to work for such organizations; contributing to the support of such organizations; or volunteering to work on community improvement activities.
Increase Involvement in Children's Education	A learner who has dependent children achieves this goal by helping his/her children more frequently with school work; increasing contact with the children's teachers to discuss the children's education; or becoming more involved in children's school by attending school activities and parent meetings or volunteering to work on school projects.
Increase Involvement in Children's Literacy Related Activities	A learner who has dependent children achieves this goal by reading more to children, visiting libraries, or purchasing books or magazines for children.

Performance Measures

Performance measures are tied to the core indicators in that they show how successful the program is in the area mentioned by the indicator. All adult education programs that receive federal money must show continuous improvement on the performance measures. Data collected at initial registration and orientation and later updated by the classroom teacher provide the information that drives the performance measures. *(Sample Indiana Adult Education Performance Measures report follows.)*

Revised: July 2007

Indiana Adult Education Performance Measures

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills.

Performance Measures	2004-2005 Actual	2005-2006 Actual	2006-2007 Goals
Beginning Literacy ABE The percentage of adult learners enrolled in Beginning Literacy ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	38% of beginning literacy enrollees acquired the level of basic skills needed to complete the level.	37% of beginning literacy enrollees acquired the level of basic skills needed to complete the level.	40% of beginning literacy enrollees will acquire the level of basic skills needed to complete the level.
Beginning Basic Education ABE The percentage of adult learners enrolled in Beginning Basic ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	46% of beginning ABE enrollees acquired the level of basic skills needed to complete the level.	48% of beginning ABE enrollees acquired the level of basic skills needed to complete the level.	47% of beginning ABE enrollees will acquire the level of basic skills needed to complete the level.
Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	50% of low intermediate ABE enrollees acquired the level of basic skills needed to complete the level.	53% of low intermediate ABE enrollees acquired the level of basic skills needed to complete the level.	51% of low intermediate ABE enrollees will acquire the level of basic skills needed to complete the level.
High Intermediate ABE The percentage of adult learners enrolled in High Intermediate ABE who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	49% of high intermediate ABE enrollees acquired the level of basic skills needed to complete the level.	52% of high intermediate ABE enrollees acquired the level of basic skills needed to complete the level.	50% of high intermediate ABE enrollees will acquire the level of basic skills needed to complete the level.

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Indiana Adult Education Performance Measures *(continued)*

Core Indicator #1 *(continued)*: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills.

Performance Measures	2004-2005 Actual	2005-2006 Actual	2006-2007 Goals
Beginning Literacy (ESL) The percentage of adult learners enrolled in Beginning Literacy ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	45% of beginning literacy ESL enrollees acquired the level of English language skills needed to complete the level.	49% of beginning literacy ESL enrollees acquired the level of English language skills needed to complete the level.	46% of beginning literacy ESL enrollees will acquire the level of English language skills needed to complete the level.
Beginning ESL The percentage of adult learners enrolled in Beginning ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	44% of beginning ESL enrollees acquired the level of English language skills needed to complete the level.	50% of beginning ESL enrollees acquired the level of English language skills needed to complete the level.	45% of low beginning ESL enrollees will acquire the level of English language skills needed to complete the level.
			45% of high beginning ESL enrollees will acquire the level of English language skills needed to complete the level.
Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	49% of low intermediate ESL enrollees acquired the level of English language skills needed to complete the level.	54% of low intermediate ESL enrollees acquired the level of English language skills needed to complete the level.	50% of low intermediate ESL enrollees will acquire the level of English language skills needed to complete the level.
High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	51% of high intermediate ESL enrollees acquired the level of English language skills needed to complete the level.	53% of high intermediate ESL enrollees acquired the level of English language skills needed to complete the level.	52% of high intermediate ESL enrollees will acquire the level of English language skills needed to complete the level.

Revised: July 2007

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #1 *(continued)*: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills.

Performance Measures	2004-2005 Actual	2005-2006 Actual	2006-2007 Goals
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	43% of low advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	46% of low advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	
dHigh Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	48% of high advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	47% of high advanced ESL enrollees acquired the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	44% of advanced ESL enrollees will acquire the level of English language skills (speaking, listening, reading and writing) needed to complete the level.
Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who completed the level. (Validated by standardized assessment) (# completed level divided by # enrolled = completion rate)	43% of low ASE enrollees acquired the level of basic skills needed to complete the level.	46% of low ASE enrollees acquired the level of basic skills needed to complete the level.	45% of low ASE enrollees will acquire the level of basic skills needed to complete the level.

Revised: July 2007

Indiana Adult Education Performance Measures *(continued)*

Core Indicator #2: Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment, or career advancement.

Performance Measures	2004-2005 Actual	2005-2006 Actual	2006-2007 Goals
Placement in Post Secondary Education or Training The percentage of adult learners with a goal of advanced education or training who exited and entered post secondary education or training. (# entered post secondary education/training divided by # with goal of advanced education/ training = post secondary placement rate)	74% of adult learners with a goal of advanced education or training enrolled in post secondary education or training.	75% of adult learners with a goal of advanced education or training enrolled in post secondary education or training.	82% of adult learners with a goal of advanced education or training will enroll in post secondary education or training.
Placement in Unsubsidized Employment The percentage of adult learners not employed at program entry and with an employment goal, who entered unsubsidized employment by the end of the first quarter after program exit quarter. (# obtaining unsubsidized employment in the first quarter after program exit quarter divided by # not employed at entry with an employment goal = employment rate)	61% of adult learners not employed at enrollment (and in the workforce) obtained unsubsidized employment.	74% of adult learners not employed at enrollment (and in the workforce) obtained unsubsidized employment.	80% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.

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Indiana Adult Education Performance Measures *(continued)*

Core Indicator #2 *(continued)*: Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.

Performance Measures	2004-2005 Actual	2005-2006 Actual	2006-2007 Goals
<p>Retention in Unsubsidized Employment</p> <p>The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program. Note: Relevant adult learner enrollees are defined as:</p> <ol style="list-style-type: none"> 1. Those enrolled adults employed at program entry with a job retention goal. 2. Those enrolled adults not employed at entry with an employment goal who obtained employment by the end of the first quarter after exit quarter. <p>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter divided by # of relevant adults = job retention rate)</p>	75% of the relevant adult learner enrollment retained unsubsidized employment in the third quarter after the program exit quarter.	78% of the relevant enrollment retained unsubsidized employment in the third quarter after the program exit quarter	84% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter

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Indiana Adult Education Performance Measures *(continued)*

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	2004-2005 Actual	2005-2006 Actual	2006-2007 Goals
High School Completion The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent and exited. (# adults obtaining high school credential divided by # adults with high school completion goal = high school completion rate)	63% of adults with a high school completion goal earned a high school diploma or recognized equivalent.	69% of adults with a high school completion goal will earn a high school diploma or recognized equivalent.	82% of adults with a high school completion goal will earn a high school diploma or recognized equivalent.

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Essential Documents

Adult education programs have basic components in place to ensure learner success. They must be diligently attended to in order to guarantee program continuation, as learner success equals program success.

Subsequently, adult education staff members are asked to contribute to the effort of gathering learner achievement data. This data is gathered from the various documents adult education programs use. Accurate completion of these documents is imperative as the information they contain eventually effects funding.

Example:

For each goal a student achieves that is documented on the Adult Learning Plan (ALP) as well as the Learner Exit/Year-End Information Form, the comprehensive program will be paid performance dollars. Other monies are awarded to the programs in the form of grants. Program directors use the information on the required documents to justify grant proposals. Therefore, federal guidelines mandate these documents be developed and maintained.

See below for a list of the essential documents and a brief overview of each.

Learner Registration Information (LRI)

This form is part of the registration process. All learners complete this as part of the registration procedure. It is kept in the individual student folder. The data are required for statistical purposes and annual performance reporting.

Confidentiality Information

Student information is considered "*private*." It may not be shared without an appropriate release form. These forms list individuals or outside agencies to which information may be released. Confidential information includes directory information, student assessment/progress information, and strictly confidential information. The student must sign these forms to release information.

Student Folder

The student folder should be developed when the learner enters the program. It is the road map of the student's goals and progress.

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Educational Functioning Level Standards

Educational Functioning Level	TABE Grade Level	TABE Scale Score*	CASAS Score*
ABE Beginning Literacy	0 – 1.9	367 or less	200 and below
ABE Beginning Basic Education	2 – 3.9	368 – 460	201 - 210
ABE Intermediate Low	4 – 5.9	461 – 517	211 - 220
ABE Intermediate High	6 – 8.9	518 – 566	221 - 235
ESL Beginning Literacy	0 – 0.9		180 and below
ESL Beginning Low	1 – ...		181 - 190
ESL Beginning High	... – 1.9		191 - 200
ESL Intermediate Low	2 – 3.9		201 - 210
ESL Intermediate High	4 – 5.9		211 - 220
ESL Advanced	6 – 8.9		221 - 235
ASE Low (ASC & GED)	9 – 10.9	567 – 595	236 - 245
ASE High (ASC & GED)	11 – 12.9	596 and above	246 and above

Note: Scale scores (*) on this chart are based on reading tests only.

Revised: 07/01/06

Revised: July 2007

Guidelines – Learner Registration Information *(continued)*

Entry Level *(continued)*:

4 - ***ABE Intermediate High***

The individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, can write simple narrative descriptions and short essays on familiar subjects, and can perform all four basic math operations with whole numbers and fractions. The individual is able to handle basic life skills tasks such as interpreting graphs, charts, and labels and can follow multi-step diagrams. The instructional level is equivalent to 6-8.9 TABE; 221-235 CASAS.

5 - ***GED Low*** (Refer to 7 below)

6 - ***GED High*** (Refer to 8 below)

7 - ***ASE Low (Includes ASC & GED)***

The individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors, can comprehend a variety of materials such as periodicals and non-technical journals on common topics, and can perform all basic math functions with whole numbers, decimals, and fractions. Individual is able or can learn to follow simple multi-step directions and read common legal forms and manuals, is proficient using computers and can use most common computer applications. The instructional level is equivalent to 9-10.9 TABE; 236-245 CASAS.

8 - ***ASE High (Includes ASC & GED)***

The individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals; writing is cohesive with clearly expressed ideas supported by relevant detail. The individual can make mathematical estimates of time and space and can apply the principles of geometry; can read technical information and complex manuals and is able to use common software and learn new software applications. The instructional level is equivalent to 11-12.9 TABE; 246 and above CASAS.

9 - ***ESL Beginning Literacy***

The individual cannot speak or understand English or understands only isolated words or phrases; has minimal or no reading or writing skills in any language; can communicate only through gestures or a few isolated words. CASAS (Life Skills) is 180 and below.

10 - ***ESL Beginning Low***

The individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition. The individual can recognize, read, and write numbers and letters, including simple sentences or phrases, but has very little or no understanding of basic grammar. There is some understanding of simple questions. The individual may be able to handle routine entry-level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. CASAS (Life Skills) is 181-190.

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Revised: July 2007

Guidelines – Learner Registration Information *(continued)*

Entry Level *(continued)*:

11 - ***ESL Beginning High***

The individual can understand common words, simple phrases, and sentences spoken slowly and with some repetition. The individual can recognize, read, and write numbers and letters, including simple sentences or phrases, but has very little understanding of basic grammar. Individual can write some simple sentences with limited vocabulary. The individual can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. CASAS (Life Skills) is 191-200.

12 - ***ESL Intermediate Low***

The individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition and can ask and respond to questions using such phrases. Individual can read simple material on familiar subjects and comprehend simple compound sentences containing familiar vocabulary; can interpret simple directions, schedules, signs, and maps; can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. CASAS (Life Skills) is 201-210.

13 - ***ESL Intermediate High***

The individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help. Individual can read text on familiar subjects that have a simple and clear underlying structure; can meet basic survival and social needs; can follow some simple oral and written instruction and has some ability to communicate by telephone on familiar subjects. CASAS (Life Skills) is 211-220.

14 - ***ESL Advanced***

The individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary but may need repetition, rewording, or slower speech; can read simple descriptions and narratives on familiar subjects; can function independently to meet most survival needs and can communicate by telephone on familiar topics. The individual can use all basic software applications and select the correct technology in a new situation. CASAS (Life Skills) is 221-235.

15 - ***Work Based Project Learner***

The individual is participating in a work-based project program.

Revised 07/01/06

Revised: July 2007

Guidelines – Learner Registration Information *(continued)*

Programs:

- 16 - ***Family Literacy Participant:*** The individual is participating in a family literacy program.
- 17 - ***Workplace Literacy Participant:*** The individual is participating in a workplace literacy program.
- 18 - ***Homeless Participant:*** The individual is participating in a homeless program.
- 19 - ***Work-Based Project Learner:*** The individual is participating in a work-based project program.

Eligible Graduate: See page 67 for definition.

Race/Ethnicity: The learner should be reported in the race field with which he/she personally identifies. No learner should be reported in more than one category.

- 1 - ***American Indian/Alaska Native:*** A person having origins in any of the original peoples of North America and who maintains cultural identifications through tribal affiliation or community recognition.
- 2 - ***Asian:*** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. These areas include, for example, China, India, Japan, and Korea.
- 3 - ***Native Hawaiian/Other Pacific Islander:*** A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands or Samoa.
- 4 - ***Black/African American:*** A person having origins in any of the Black racial groups of Africa but not of Hispanic culture or origin.
- 5 - ***Hispanic/Latino:*** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 6 - ***White:*** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic culture or origin.
- 7 - ***Multi-racial:*** A person whose biological parents are of different races from each other.

Citizenship: Check if the learner is a U.S. citizen, immigrant, or legalized alien. Enter the learner's country (if not the U.S.).

Revised: July 2007

Guidelines – Learner Registration Information *(continued)*

Employment Status:

- 1 - ***Employed***: Learners who work as paid employees, work in their own businesses or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.
- 2 - ***Unemployed and Looking for Work***: Learners who are not working, but are seeking employment, have made specific efforts to find a job, and are available for work. This includes persons who were waiting to be called back to a job from which they had been laid off, and persons waiting to report to a new job. This does **not** include persons who are **not** available for work.
- 3 - ***Not in the Labor Force***: Learners who are not employed and are not seeking employment.

Educational Status: A learner should check any appropriate categories.

- 1 - U.S. high school diploma
- 2 - Special education diploma
- 3 - GED certificate/diploma
- 4 - Currently enrolled in high school (9-12). This category should ***only*** be marked if the learner is at least 16 years of age and is not officially withdrawn from high school but is attending adult education classes. ***Example***: A student fails government and comes to adult education to make up the class but continues taking classes at the high school. A learner cannot be enrolled and counted for state reimbursement in both.

Last Grade Completed: Enter the highest grade completed. If the learner has attended a post-secondary institution, indicate the level by entering a "13."

Last School Attended: Enter the name of the last school attended.

How Did You Hear about Us: Check the category, which most closely identifies how the student learned about the program. (Check only one.)

Revised: July 2007

Guidelines – Learner Registration Information *(continued)*

Other Categories *(continued)*:

- 9 - ***Dislocated Worker:*** A learner who has been laid off from a job or has received notices of impending layoff. This information can be obtained from self-report or documentation.
- 10 - ***Resident of Institution:*** Check if the learner is a resident of an institution.
 - A - **Correctional Facility:** Adults who are inmates in any prison, jail, reformatory, work farm, detention center, or any other similar federal, state, or local institution designed for the confinement or rehabilitation of criminal offenders.
 - B - **Community Correctional Facility:** Adults who are required to attend or live in a community-based rehabilitation facility or halfway house.
 - C - **Other Institutional Facility (Medical, Group, or Nursing Home):** Adults who are patients or residents of a medical or special institution.

Reason(s) or Goal(s) for attending adult education Check at least one.

- 1 - ***Improve basic skills:*** Learner's goal is to complete or advance one or more educational functioning levels from his/her starting level measured on entry into the program.
- 2 - ***Enter employment:*** Learner who is not employed at time of entry and intends to obtain full-time or part-time paid employment.
- 3 - ***Retain employment (upgrade skills to keep/improve current job):*** Learner who is not employed at time of entry but who intends to obtain a job or who is employed at the time of entry and wants to upgrade skills to enable retention of current employment.
- 4 - ***Obtain a high school or GED diploma:*** Learner's goal is to pass the GED test or achieve sufficient skills and credit hours to earn a state accredited secondary diploma or its recognized equivalent.
- 5 - ***Place in postsecondary education or job training:*** Learner plans to achieve skills to enable enrollment in a postsecondary education program or job-training program.
- 6 - ***Achieve work-based project goal (only for work-based project learners):*** Learner intends to obtain the skills needed to complete a project learner activity (i.e., a course of 12-30 hours duration designed to teach specific workplace skills).

Revised: July 2007

Guidelines – Learner Registration Information *(continued)*

Reason(s) or Goal(s) for attending adult education *(continued)*:

- 7 - ***Leave public assistance:*** Learner's TANF grant or equivalent public assistance grant is to be reduced or eliminated due to employment or increased income.
- 8 - ***Achieve citizenship skills:*** Learner wants to obtain the skills necessary to pass the citizenship test.
- 9 - ***Increase involvement in children's education:*** Learner will increase involvement in the education of dependent children under his or her care, including assisting children more frequently with their school work, increasing contact with children's teachers, and attending school activities and parent meetings.
- 10 - ***Increase involvement with children's literacy activities:*** Learner will increase involvement in literacy-related activities of dependent children under his or her care, including reading to children, visiting a library, and purchasing books and magazines for children.
- 11 - ***Vote or register to vote:*** Learner who, at the time of enrollment, is not registered to vote or who has never voted but plans to do so.
- 12 - ***Increase involvement in community activities:*** Learner will increase involvement in the following community activities: attending or organizing neighborhood, political, or community meetings, volunteering to work for such organizations, contributing to the support of such organizations, and volunteering to work on community improvement activities.

Revised: July 2007

Simplified Release of Information Form

Many ESL or English Literacy students are not able to understand the learner registration information forms and the program may use a simplified application. These students may also need to use a simpler release form. The release below may be substituted.

Release of Information

I, _____, understand that a representative of the adult education program may call or write to me about my goals after I finish my class. I give permission to use information on this form to contact me. I give permission for other information (such as my social security number) to be used by adult education to make program reports. No information about me will be published. I understand that giving my social security number is voluntary. The social security number may be used to match information between private and state agencies. It will not be used to make decisions about me or any other person. If I do not give my social security number, I will not lose any rights or services as a student.

Signature

Date

Signature of Parent or Guardian (if required)

Date

Revised: July 2007

Strictly Confidential Information

Strictly confidential information is information that is known about a student or that is contained in a written record that would be illegal to disclose either verbally or in written form without a signed release of information form. If a student discloses any of the following types of information, legally that information is to be considered *strictly confidential* and therefore "private:"

- Disclosure of a diagnosed learning disability.
- Disclosure of previous status as a student eligible for special education and related services.
- Disclosure of any other type of diagnosed physical or mental disability.
- Disclosure of a diagnosed medical condition.
- Disclosure of use of any prescription drugs.
- Disclosure of history of drug/alcohol abuse and/or treatment.
- Disclosure of status as HIV positive or of having the AIDS virus.
- Official transcripts including GED scores.

The following procedures should be used in handling strictly confidential information:

- Any written reference to strictly confidential information must be maintained in a **distinct file that must be separate from routine student information, be clearly marked "confidential", and retained in a locked filing cabinet or drawer.**
- Filing cabinets or drawers containing strictly confidential information must be labeled as "Confidential." Cabinets or drawers must remain locked, be inaccessible to students or support staff, and must have a log filed in the front of each locked drawer to indicate when confidential files are accessed by any instructional or administrative staff person. The log must indicate the date, the purpose for access, and the name of the person accessing information. (*Refer to Student Confidential Records Log form on page 96.*)
- Strictly confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period. Strictly confidential information must be shredded when discarded.
- Obtaining **verbal consent is not sufficient** to allow transmittal of confidential information to anyone either in conversation or in writing.
- Strictly confidential information (in the form of a diagnosis, specific accommodations, etc.) regarding a student **may not be shared with the program's teaching, support, or administrative staff** without a written release of information, which is read aloud and signed by the individual (or his/her guardian) who disclosed this information. The release of information form must specify the particular individual(s) with whom specific information may be shared. Use the *Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers* form on page 138.

Revised: July 2007

Strictly Confidential Information *(continued)*

- Strictly confidential information regarding a student **may not be discussed, nor may any record be shared externally**, without a written release of information. The release of information form must have been read aloud and signed by the individual (or his/her guardian) who disclosed this information. Use the *Authorization for Release of Information to External Agencies or Individuals* form on page 139 when transmitting information to an external agency or to an outside individual.
- Release of information forms should be photocopied/retyped on a local program letterhead.

Revised: July 2007

Student Folder

The student folder should be developed when the learner enters the program. It should be a road map of the student's progress and goals. Authorized individuals looking at the folder should be able to tell when the learner came to the program; when he/she pre-tested and post-tested; what his/her educational functioning level was at entry; when the ALP was developed, reviewed and updated; what progress and goals have been achieved; and when the learner exited.

Who might look at the student folder?

Primarily the student and teacher will use the folder. However, the program administrator may review folders to assure that paperwork and reporting are being done correctly. If the student transfers to another class, the new instructor will need to know about the student's goals and progress the student has made. The state Division of Adult Education staff review adult education programs on a rotating basis and may visit classrooms to evaluate whether policies and procedures are being followed.

What the folder should contain?

- Learner Registration Information – All data should be complete. Test scores should match education level and all forms should reflect the same entry level throughout the program year. Learner's goals should be checked on the second page. The Learner Exit/Year-End Information form should also be filed in the student folder and be completed if the learner is no longer attending class.
- Evidence of Assessment – Measures must include TABE and/or CASAS. Other assessment might include inventories, interviews, samples, etc.
- Adult Learning Plan – The first page should be signed by the learner and the teacher. It should reflect all student progress. There should be evidence that the teacher has monitored and updated the plan on a regular basis.
- Documentation of goals achieved – This includes test scores, evidence of GED attainment, and documentation of secondary goal achievement.
- Sample of the student's work – This is not mandatory but may be helpful.
- Other – Local programs may require other information such as the high school exit form for 16, 17, and 18 year-old students. Check with your program administrator.

The student folders, along with Sign-In/Sign-Out Sheets, must be retained by the program for five years.

Revised: July 2007

Policy on Implementation of the Adult Learning Plan (ALP)

Principles

The Adult Learning Plan was specifically developed:

- To enhance the learner's sense of ownership of his/her learning plan and to increase the learner's enthusiasm and commitment to the learning process, allowing the learner to realize success more quickly.
- To provide a "road map" of learner and instructor decisions about the appropriate course of study, based on the reasons the learner chose to attend the program.
- To serve as a tool for better communication among staff members, volunteers, and referral agencies in implementing the learner's plan.
- To provide a method by which learner progress is reviewed on a regular basis.
- To provide documentation of learner achievement for the learner, the local program, funding sources, and referral agencies.

Format

The format designed by a committee of practitioners and provided by the Division of Adult Education is a **prototype**. Local programs may redesign the form to best serve learners and staff. However, all elements of the ALP (refer to sample forms on pages 106 and 107) must be included in any variation of the form.

Policy for implementation

All adult basic education programs must use the ALP program-wide. The ALP should be developed with the learner at or before 12 contact hours. Teachers or other appropriate instructional staff are responsible for ALP development with the learners.

Both pages of the ALP must be developed with all ABE, GED, and ESL learners, regardless of the learner's entry level. Page 2 is considered to be a progressive instrument, charting step by step the smaller, short-term goals and accomplishments. It is hoped learners will participate longer if they can see the accomplishment of small steps towards their goal area(s).

Instructions for use

Instructions for the ALP are attached and must be distributed, along with the policy, to **all teachers/instructional staff**.

Revised: July 2007

Guidelines for Use of the Adult Learning Plan (ALP) (Page 2)

(Refer to sample on page 107.)

Mandatory for ALL Learners

Follow-Up: Additional Factors Affecting the Learner's Progress: This section is for notation regarding any follow-up activity on behalf of the learner, including phone calls, post cards, contacts with service agencies, and any feedback received.

Important: The first step in the development of page two of the ALP is for the learner and program staff to select one goal area from page one. Initially, it is recommended that only one relevant, attainable short-term goal be written for that goal area. Page two is a progressive plan to be developed and revised continually as the learner reaches each goal.

Goal Areas: Selected from page one

Example taken from the **Learner:**

Goal Area:	Math Improvement
Short Term Goal:	To re-learn fractions

Example taken from the **Basic Skills Competency List:**

Goal Area:	Math Improvement
Short Term Goal:	3.1 demonstrate an understanding of place value

Example taken from the **Life Skills Competency List:**

Goal Area:	Math Improvement
Short Term Goal:	1.2.2 Compare price/quality to determine the best buys

Materials/Methods: This area is intended for general materials and methods, not detailed page numbers. Examples could include newspapers, magazines, class demonstrations, cooperative learning units, maps, globes, dictionaries, yellow pages, atlases, encyclopedias, learner's materials, grocery products, bowling score sheets, library books, Cloze activities, peer created lessons, and/or role playing.

Comments/Documentation: This section is for the purpose of documenting gains or the lack of progress. Assessment tools and methods for such documentation could include teacher-made tests, unit tests, standardized tests, journals, portfolio simulations, actual demonstrations, and others.

Revised: July 2007

Curriculum Design

The curriculum for each adult education program and student is unique. However, there are some universal truths to curriculum design in adult education. Curriculum materials should be appropriate and relevant to:

- State and federal expectations regarding outcomes.
- Student goals and objectives.
- The many roles of the learner, including occupation, environment, family, and culture.

In designing curriculum, the following tasks should be included:

- Develop clear and understandable learning objectives for each instructional session.
- Select and sequence the content based on the participants' knowledge and experiences, the nature of the content itself, and instructor preference.
- Choose instructional techniques that match the focus of the proposed learning outcomes and that the instructor is comfortable using. (These might include lectures, case studies, role-playing, storytelling, games, and metaphor analysis.)
- Select and/or develop instructional materials that will enhance the learning effort.
- Choose an evaluation component for each instructional segment that enhances participant learning and assists in ascertaining whether the instruction actually produced the desired result.

(This information comes from "Planning Programs for Adult Learners," Rosemary Caffarella.)

A wide variety of instructional materials and aids can be used. Some of the most popular include models, flipcharts, compact discs, content outlines, and computer programs.

According to Dick and Carey (1990), there are seven selection guidelines for choosing instructional materials:

- Select materials that fit the maturity, interests, and abilities of the participants.
- Select materials that fit with a particular learning activity.
- Maintain a balance in the types of materials used.
- Avoid the overuse of materials.
- Select materials that complement rather than duplicate other learning resources available.
- Choose materials that fit what is being taught (for example, knowledge versus thinking skills).
- Select materials that are available now or can be designed in the needed time frame and can be delivered effectively in the environment where the learning activity is to be held.

Revised: July 2007

Year-to-Date Achievement of Performance Measures

Educational Functioning Level	Program Goals To Be Met	Achievement Year-To-Date	
		Number	Percent
ABE Beginning Literacy			
ABE Beginning Basic Education			
ABE Intermediate Low			
ABE Intermediate High			
ASE Low (ASC & GED)			
ASE High (ASC & GED)			
ESL Beginning Literacy			
ESL Low Beginning			
ESL High Beginning			
ESL Intermediate Low			
ESL Intermediate High			
ESL Advanced			
Entered Unsubsidized Employment			
Retained Employment			
Obtained High School Diploma or GED			
Placed in Post-Secondary Education or Training			

Secondary Outcome Measures	Achievement Year-To-Date	
	Number	Percent
Achieved Work-Based Project Goal		
Left Public Assistance		
Achieved Citizenship Skills		
Voted or Registered to Vote		
Increased Involvement in Community Activities		
Increased Involvement in Children's Education		
Increased Involvement in Children's Literacy Activities		

Optional Document: Provided as an example for gathering/monitoring information or data.

Revised: July 2007

Revised 07/01/06

Student Follow-Up (Gains/Achievements)

CORE MEASURES – Educational Gains

- Core Measure #1: Educational gains

Definition: Learner completes or advances one or more educational functioning levels from his/her starting level, which was based on TABE or CASAS pre-test scores at entry into the class or number of credits for ASC students.

Population: All learners

Collection: At entry, all learners are given either the Tests of Adult Basic Education (TABE) or Comprehensive Adult Student Assessment System (CASAS) test. The program does not need to assess the learner in all areas, but must assess in the areas in which instruction will be given. The lowest functioning level should be used when determining initial placement. For example, a student may come in at a 7th grade math level (High Intermediate), and a 9th grade reading and writing level (Low Adult Secondary Education). That student will be initially placed in the High Intermediate level, because that was his lowest functioning level, although instruction will take place at the appropriate level for each subject. To determine gain, the learner should be reassessed with the same assessment instrument, but different form, again after 30 to 50 instructional hours. For example, a pre-test may be given in TABE level D form 7; thus the post-test given would be TABE level D form 8. ***A learner must advance one or more levels in his lowest functioning level in order to be considered as having met this outcome.***

Educational Functioning Level	TABE Grade Level	TABE Scale Score*	CASAS Score*
ABE Beginning Literacy	0 – 1.9	367 or less	200 and below
ABE Beginning Basic Education	2 – 3.9	368 - 460	201 - 210
ABE Intermediate Low	4 – 5.9	461 - 517	211 - 220
ABE Intermediate High	6 – 8.9	518 - 566	221 - 235
ESL Beginning Literacy	0 – 0.9		180 and below
ESL Beginning Low	1 – ...		181 - 190
ESL Beginning High	... – 1.9		191 - 200
ESL Intermediate Low	2 – 3.9		201 - 210
ESL Intermediate High	4 – 5.9		211 - 220
ESL Advanced	6 – 8.9		221 - 235
ASE Low (ASC & GED)	9 – 10.9	567 - 595	236 - 245
ASE High (ASC & GED)	11 – 12.9	596 and above	246 and above

Note: Scale scores (*) on this chart are based on reading tests only.

Post-testing is essential to capturing outcomes in this performance measure. Once a student leaves class, there is no way to measure whether this goal has been achieved.

Revised: 07/01/06

Revised: July 2007

Student Follow-Up *(continued)* (Gains/Achievements)

SECONDARY OUTCOME MEASURES *(continued)*

- **Increased Involvement in Children's Literacy Related Activities**

Definition: Learner increases involvement in the literacy related activities of dependent children under his or her care, including:

Reading to children

Visiting a library

Purchasing books or magazines for children

Population: All learners who have dependent children.

Collection: Information is recorded through local program survey or data gathered while the student was enrolled.

Revised: July 2007

Impact of Achievements on Local Programs

All performance information is gathered from class reports and the follow-up survey, entered into a computerized record keeping system, and reported to the state in the Annual Performance Report. The total number of learners who set an outcome measure as a goal is compared with the total number achieving the goal and the percentage of achievement is noted. **Note that only learners who set an outcome measure as a goal can achieve that goal.** For example, a learner may enter class and set only one goal – to improve basic skills (complete an educational functioning level). If that same student gets a job and registers to vote, the only achievement recorded for that student is whether he/she completed the educational functioning level. The other two do not count because they were not set as goals while the learner attended the program. In the same way, a learner who sets several goals and achieves only one (or none) affects the program report in a negative way by lowering the percentage of achievement. Thus it is very important that program staff understand how to assist students in setting achievable goals.

Each comprehensive adult education program in Indiana is required to set performance standards each year. For each core outcome measure, the program must predict the percentage of achievement by students who have set this measure as a goal. It is as important for instructional staff to be aware of their program's performance measures as it is for program administrators to be aware of individual class performance on the outcome measures. Each program will be awarded performance and incentive money in the fall of the year based upon the achievements reported on the Annual Performance Report.

This is an excellent opportunity for programs to be rewarded for the good work that takes place with learners. However, goals must be set realistically with students, data must be conveyed to data entry personnel, and progress toward performance measure achievement must be communicated to staff on a regular basis.

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An Internet Guide *(continued)*

GOVERNMENT-RELATED SITES

National Center for Education Statistics

<http://nces.ed.gov/>

U.S. Department of Education

1990 K Street NW

Washington, DC 20006

(202) 502-7300

Reports statistical information related to the condition and progress of education in the United States.

U.S. Department of Education

Office of Vocational and Adult Education

<http://www.ed.gov/about/offices/list/ovae/index.html>

Mary E. Switzer Bldg.

400 Maryland Ave. SW

Washington, DC 20202

Features information about legislation and federal funding for Adult and Vocational Education, as well as press releases, fact sheets, and links to related sources. Search engine indexes all USDE-sponsored sites: <http://search.ed.gov/csi>.

ADULT EDUCATION

AEDNET

<http://web.bilkent.edu.tr/nova/education/aednet/html>

Members share their ideas and expertise on topics related to all aspects of Adult Education. The website also houses the archives for their listserv.

NRS TIPS

[http://www.nrsweb.org/pubs/documents/NRSTips-](http://www.nrsweb.org/pubs/documents/NRSTips-GoalSetting.pdf)

[GoalSetting.pdf](http://www.nrsweb.org/pubs/documents/NRSTips-GoalSetting.pdf)

NRS TIPS is a quick reference tool for state staff, program directors, and adult education teachers.

American Council on Education

<http://www.acenet.edu>

One Dupont Circle NW

Washington, DC 20036

(202) 939-9300

Includes information about ACE programs such as GED, credentials, leadership development, public affairs, and women and minorities in higher education.

There are many guides online in pdf format to walk teachers through the basics of teaching adult education.

Some examples are:

www.tcall.tamu.edu/toolkit/contents.htm

Adult Basic Education Teacher's Toolkit

adulthoodeducation.smartlibrary.info/newinterface/main.cfm

Smart Library on Adult Education

www.hudrivctr.org/documents/adedres.pdf

Adult Education Resource Guide and Learning Standards

www.nald.ca/province/nb/tesl/guide5.htm

A Resource Guide for Educators of English Second Language Learners

literacynet.org/nevada/ldmanual.pdf

Open the Gift of a Learning Difference

A Manual About Learning Disabilities for ABE Tutors

humanities.byu.edu/elc/teacher/teacherguidemain.html

Adult Education ESL Teacher Guide

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Simplified Release of Information Form

Many ESL or English Literacy students are not able to understand the learner registration information forms and the program may use a simplified application. These students may also need to use a simpler release form. The release below may be substituted.

Release of Information

I, _____, understand that a representative of the adult education program may call or write to me about my goals after I finish my class. I give permission to use information on this form to contact me. I give permission for other information (such as my social security number) to be used by adult education to make program reports. No information about me will be published. I understand that giving my social security number is voluntary. The social security number may be used to match information between private and state agencies. It will not be used to make decisions about me or any other person. If I do not give my social security number, I will not lose any rights or services as a student.

Signature

Date

Signature of Parent or Guardian (if required)

Date

Revised: July 2007

Student Progress and Achievement for ABE Placement and Test Scores

Student Number: _____ Name: _____

Site: _____ Site Number: _____

Entry Level (Circle One)

- | | | |
|-----------------------------------|----------------------------|-------------------------------------|
| 1 - ABE Beginning Literacy | 8 - ASC High | 15 - Work-Based Project Learner |
| 2 - ABE Beginning Basic Education | 9 - ESL Beginning Literacy | |
| 3 - ABE Intermediate Low | 10 - ESL Beginning Low | Programs |
| 4 - ABE Intermediate High | 11 - ESL Beginning High | 16 - Family Literacy Participant |
| 5 - GED Low | 12 - ESL Intermediate Low | 17 - Workplace Literacy Participant |
| 6 - GED High | 13 - ESL Intermediate High | 18 - Homeless Participant |
| 7 - ASC Low | 14 - ESL Advanced | 19 - Work-Based Project Learner |

☐ Check if excluded from standardized testing and provide reason: _____

Test Scores

	Date	Code	Type	Form	Series	Level	Subject	Appr/Loc Score	Raw Score	Scaled Score	Grade Equivalent
1.											
2.											
3.											
4.											

Code	Type	Form	Series	Level
1 – Pretest	C – CASAS	7,8	E	5A, 4A, 3A, 2A, A, B, C, D, E, M, 7, 8
2 – Posttest	T – TABE	9,10	L	
3 – Year End				

Subject	HM - High School Math	SM - Special Ed Math	LA - Language Arts
R - Reading	HR - High School Reading	SR - Special Ed Reading	CB - Complete Battery
L - Language Arts	HL - High School Language Arts	SL - Special Ed Language Arts	

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Year-to-Date Achievement of Performance Measures

Educational Functioning Level	Program Goals To Be Met	Achievement Year-To-Date		
		Number	/	Percent
ABE Beginning Literacy				
ABE Beginning Basic Education				
ABE Intermediate Low				
ABE Intermediate High				
ASE Low (ASC & GED)				
ASE High (ASC & GED)				
ESL Beginning Literacy				
ESL Low Beginning				
ESL High Beginning				
ESL Intermediate Low				
ESL Intermediate High				
ESL Advanced				
Entered Unsubsidized Employment				
Retained Employment				
Obtained High School Diploma or GED				
Placed in Post-Secondary Education or Training				

Secondary Outcome Measures	Achievement Year-To-Date		
	Number	/	Percent
Achieved Work-Based Project Goal			
Left Public Assistance			
Achieved Citizenship Skills			
Voted or Registered to Vote			
Increased Involvement in Community Activities			
Increased Involvement in Children's Education			
Increased Involvement in Children's Literacy Activities			

Optional Document: Provided as an example for gathering/monitoring information or data.

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Supplementing...Appendix

Acronyms and Initials 148

Bibliography 150

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Acronyms and Initials

ACRONYM	DESCRIPTION
AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education
ADA	Americans with Disabilities Act (federal legislation)
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ALP	Adult Learning Plan
ASC	Adult Secondary Credit
ASE	Adult Secondary Education (Includes ASC and GED programs.)
BEST	Basic English Skills Test
CAI	Computer Assisted Instruction
CASAS	Comprehensive Adult Student Assessment System
CBAE	Competency-Based Adult Education
CBO	Community-Based Organization
COABE	Commission on Adult Basic Education
DAEL	Division of Adult Education and Literacy
DHS	Department of Homeland Security
DOC	Department of Correction
DOE	Department of Education
DWD	Department of Workforce Development
EL	English Literacy
ERIC	Educational Resources Information Center
ESL	English as a Second Language
FY	Fiscal Year
GED	General Educational Development
GEDonline	General Educational Development – Online
GEDTS	General Educational Development Testing Service
IAACE	Indiana Association for Adult and Continuing Education
IALC	Indiana Adult Literacy Coalition
IDEA	Individuals with Disabilities Education Act (federal legislation)
IDEAL	See Project IDEAL
IEP	Individualized Education Plan
ILR	Individual Learner Record

Revised: July 2007

Acronyms and Initials *(continued)*

ACRONYM	DESCRIPTION
INTESOL	Indiana Teachers of English to Speakers of Other Languages
IRA	International Reading Association
i-STAR	Indiana-State Time and Administrative Reporting System
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LINCS	Literacy Information and Communication System
LLA	Merged With LVA to Create ProLiteracy Worldwide
LRI	Learner Registration Information
LVA	Merged With LLA to Create ProLiteracy Worldwide
NAASLN	National Association for Adults with Special Learning Needs
NALS	National Adult Literacy Survey
NCAL	National Center for Adult Literacy
NCFL	National Center for Family Literacy
NCSALL	National Center for the Study of Adult Learning and Literacy
NIFL	National Institute for Literacy
NRS	National Reporting System
OCE	Office of Correctional Education
OVAE	Office of Vocational and Adult Education
PDF	Professional Development Facilitator
Project IDEAL	Improving Distance Education for Adult Learners
RFP	Request For Proposal
SCANS	Secretary's Commission on Achieving Necessary Skills
SID	Student Identification
TABE	Tests of Adult Basic Education
TANF	Temporary Assistance for Needy Families (public assistance)
TESOL	Teachers of English to Speakers of Other Languages
USCIS	United States Citizenship and Immigration Services
USDOE	United States Department of Education
WIA	Workforce Investment Act of 1998 (federal legislation)
WIB	Workforce Investment Board
WISC	Wechsler Intelligence Scale for Children

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